

PROCEEDINGS OF FIFTH ANNUAL MEETING

OHIO LIBRARY ASSOCIATION

Public Libraries

(MONTHLY)

Vol. 4

October, 1899

No. 8

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Ohio Library Association

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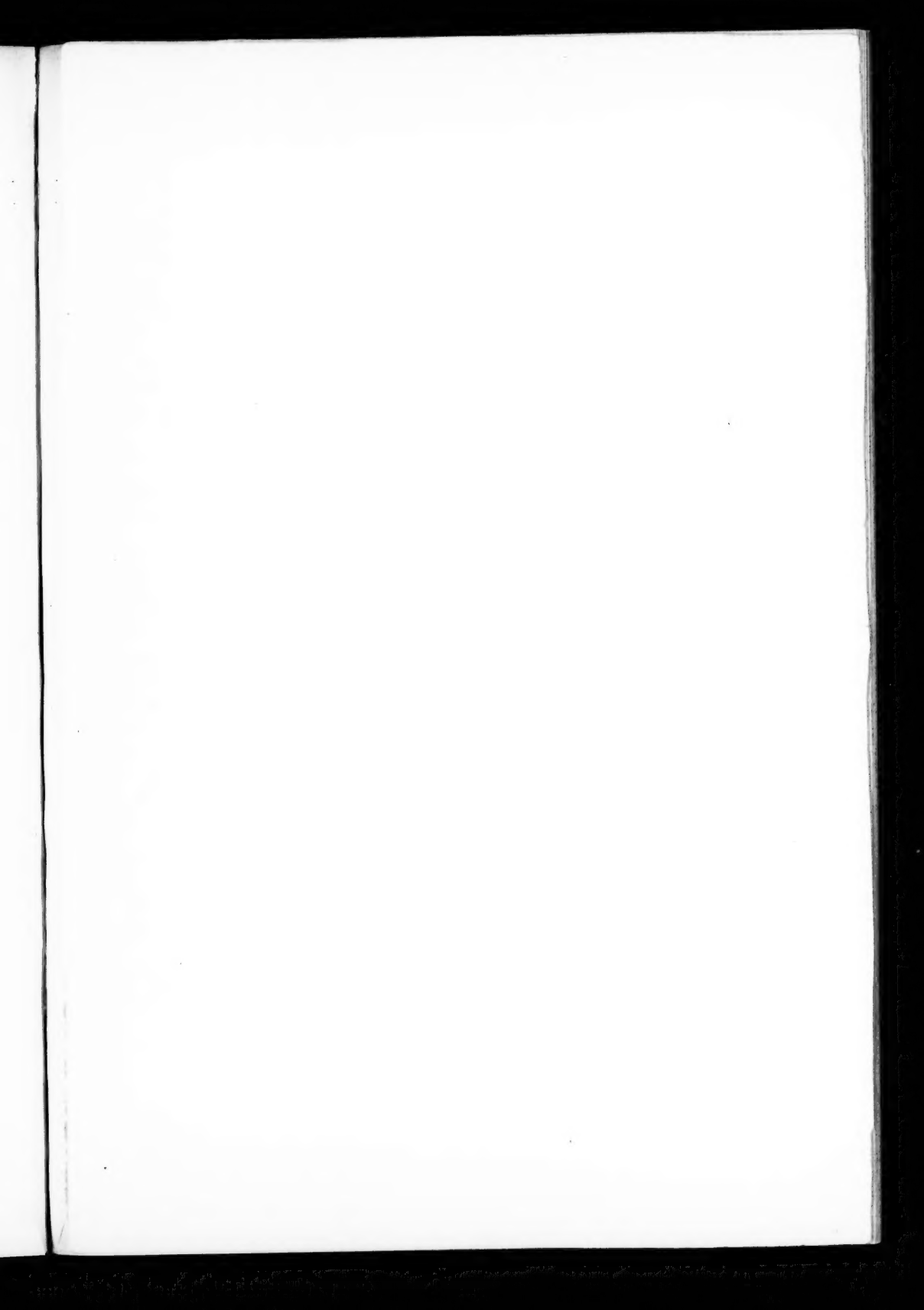
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Public Libraries

(MONTHLY)

Vol. 4

October, 1899

No. 8

Ohio Library Association

Proceedings of Fifth annual meeting held at
Toledo, Aug. 9-11, 1899

The fifth annual meeting of the Ohio library association was called to order on Wednesday morning, August 9, by the president, Mr Locke, trustee of Toledo public library, who then delivered the following address:

Ladies and Gentlemen: On behalf of the city of Toledo, and the Toledo public library, it affords me great pleasure to give you a most cordial welcome. We all desire to make your stay here pleasant and profitable, and if we have inadvertently omitted anything in our preliminary arrangements, we beg that you will have no hesitancy in informing us of your wishes, which will at once be gratified.

The year closing with this meeting has been full of good work, as will be shown by the various reports to be submitted later. The Ohio library association is exerting a powerful influence, not only throughout this state, but all over the country. This was most emphatically demonstrated at the national meeting in May in Atlanta, where, in point of numbers, Ohio ranked fourth, and in influence among the first.

It is a matter of congratulation that this association is taking an active and influential part in the great library movement that is now spreading all over the country. In our own state there has been a general reawakening. Many new libraries have been established and old ones strengthened.

With the combined efforts of the Ohio library association, the Ohio State library commission, and the State federation of women's clubs, the gospel of free books to all the people will be carried into every portion of the state.

One of the good signs of the times is the more active interest in the work now being shown by the trustees of public libraries. The interior workings of libraries have received the best thought of brilliant minds for many years past. The result has been a very high state of perfection in internal management. In many instances, however, the further development of new and up-to-date ideas has been rendered impossible by the refusal of the trustees to sanction proposed radical reforms. This has been done, generally, simply because the trustees, not having made a comprehensive study of modern methods, have been unable to appreciate the importance, yes, the necessity of the contemplated changes. The trustee of today, to best serve the people who have imposed the trust upon him, must devote much time and intelligent study to the new factors that have of late entered into library work. He must be in perfect accord with the most progressive ideas of his librarian; and if his study and interest in the work enable him to make practical suggestions to his librarians, he is so much the better fulfilling his duties.

The trustee should always bear in mind that his library is supported by the taxes of all the people of the community, and he should so arrange his

circulating system as to give the best possible service to the greatest possible number of people.

These state meetings are doing much to educate the trustees as well as the librarians to a fuller sense of their responsibilities and their opportunities. The national meetings are of inestimable benefit to librarians and trustees, and it is to be hoped that at the meeting in Montreal next summer, Ohio will be more largely represented than ever before.

It is not too early to call your attention to the great exposition to be held here in Toledo in 1902, and to urge upon this association the expediency of at once beginning preparations that will result in untold good to library work. The educational features of the exposition are in the hands of Mrs. Kate B. Sherwood, who will speak of them at length at the meeting tonight. The O. L. A. should join hands with the Centennial association, of which Mrs. Sherwood is president, with the view of doing its proportionate share of the work. We should have in the proposed educational building a complete model library, thoroughly equipped with the most modern appliances, under the direction of an able and experienced librarian, with assistants who are experts in their several departments. There should be an abundance of library literature, especially helpful in the formation of new libraries, and increasing the efficiency of those already established. You can all readily see what an immense influence such a plan, properly carried out, would exert upon the hundreds of thousands who will be here from all over the country. I would suggest that before our final adjournment a committee be appointed to represent this body in the Centennial association, and that said committee be duly authorized to coöperate with it in this matter.

This meeting will be memorable in the annals of the association from the fact, among others, that it inaugurates a series of library lectures.

This course of elementary lectures

has been prepared with utmost care, and the immediate benefit is certain to be very great. Each speaker has been selected with especial reference to his or her peculiar fitness, by practical experience and training, to handle the given topic in the most beneficial manner.

Again assuring you of our great pleasure in having you with us at this time, we will now proceed with the regular order of business, beginning with the annual report of the secretary, Mr. Orr.

Mr. Orr: It is the established custom in associations of this kind for the secretary to read a formal report of the work of the association for the year. The official organ of the association, *PUBLIC LIBRARIES*, published the full proceedings of the annual meeting at Dayton, and the report of library progress will be reflected fully by the report of the committee on library extension, and the work of the executive committee was shown by the printed matter sent out during the year, so it seems hardly necessary to follow custom, and I ask that my report be omitted.

The report of the treasurer, Miss Sherwood, of Cincinnati public library, was as follows:

TREASURER'S REPORT FOR 1898-99.

Amount received from treasurer,	
1897-98	\$38.46
Dues collected for the year	82.00
	<hr/>
	\$120.46
Expenses	87.27
	<hr/>
Amount in treasury	\$33.19

KITTIE W. SHERWOOD, Treas.

Report of the committee of library extension

This was given by Miss Boardman of the State library. Miss Boardman said that the work had been carried along the same general lines of last year, and had been considerably enlarged with a view of bringing it into line with that of other states. The Ohio federation of women's clubs had coöperated with the committee. The principal work of the committee had been the compilation and publication of a Hand book of Ohio libraries. This contains

statistics of the libraries of the state in so far as they had been obtained, the history of library work in Ohio, with plans and suggestions for new libraries. The book is now ready for distribution, and will be sent to such people as are interested in the betterment of the library facilities of the state. The committee reported in most cases the libraries throughout the states are improving. A few are at a standstill, while a few others are leading a most precarious existence. Library interest seems to be greatest in small towns and villages, many larger places exhibiting an indifference which is hard to understand. An effort has been made to organize the various counties so as to have a correspondent of the Extension committee in each county.

Reports had been received from 122 libraries, of which 48 are public, 47 are university and school libraries, 13 are the property of corporations, and 14 are kept up by subscriptions. Incomes vary from \$75,000 to \$62 per annum, and the number of volumes from 197,000 in the Cincinnati public library, to 235 in the library at Worthington; 62 libraries own the buildings they occupy; 21 pay rent, 15 have rooms donated, and 24 are located in public buildings. The decimal classification leads, 53 libraries using it; 30 are classified by other systems, and the remaining libraries make no reports. The oldest library recorded is in Ohio university of Athens, founded in 1804. There are 300 people engaged in library work in the state. Donations to libraries have been reported to the amount of \$115,000, 14,000v., and 1300 pamphlets.

Judge T. B. Galloway, of Columbus, has established a system of traveling libraries for the schools of Franklin county. The libraries are put up in neat cases and the distribution of them is in charge of the county superintendent of schools, Mr Dickey, who has promised to add to the collection every year a new library in memory of his father.

Interest in the State traveling libraries is unabated. That department now

numbers about 8000v., and during the year has sent out to women's clubs, 148; to public libraries, 31; to schools, 130; to Sunday-schools, 14; to granges, 47, and to other organizations, 49; making a total of nearly 700 libraries, averaging 25v. each, that have been used in various parts of the state since 1898, when the system was inaugurated.

Mr Hensel: In conformity with the recommendation made by the extension committee's report, I offer the following resolution:

Resolved, That the Executive committee be instructed to take such steps as in its judgment may be deemed necessary to secure the publication by the Library commission of a report on the condition and progress of the libraries of the state to 1900.

The resolution was unanimously adopted.

This report was followed by the report of the committee on Coöperation of libraries and schools. The report was made by Mr Hensel, who pointed out the benefits to be derived from a sympathetic coöperation. He showed that the schools and libraries are not yet quite in touch; that the teacher takes a different view of the school from the librarian, and the librarian takes a different view of the library from the teacher. To each his own particular institution is the one important thing and the other a secondary matter. Upon a closer analysis it is mainly a difference of opinion about minor details, which could be easily harmonized in a conference of both teachers and librarians. The one fact that is clear and distinct, that should always be remembered in this connection, and that will prove an infallible guide to the course to be pursued, is this: the public schools and the public libraries are both servants of the public and those are most efficient who serve the public best. As to the necessity and importance of the prime object there is no disagreement on the part of either.

Coöperation may necessitate the surrender by both schools and libraries of

some professional etiquette, or, rather, let us call it professional pride; the yielding of what may seem inflexible rules that might interfere with successful coöperation, but not their identity. The cause is certainly worth the small sacrifice, for large as this sacrifice may appear to some, it will dwindle into insignificance when duty calls, or when compared with the results of genuine coöperation. Coöperation in this direction once begun will continue as long as schools and libraries exist; they will become like the union, "one and inseparable, now and forever."

At the close of Mr Hensel's paper the president read a telegram of greeting from Miss Wallace of Atlanta, who had been elected an honorary member of the Ohio library association during the meeting of the A. L. A. in May.

Mr Brett then gave a review of the ground to be covered by the Ohio library association lectures.

The purpose of the lectures is to emphasize the necessity of thoroughness, accuracy, and right methods in library work, and to call attention to the value of library schools that are already established for acquiring necessary training and discipline to do the work. These lectures will not be an attempt to furnish library training, but to state the ground that should be covered by library training, and to emphasize the view of that training as the most effective and readiest way of preparing for the work. They will be valuable to the trustees as showing what are the qualifications which they should expect in those in whose hands they entrust the work. The course will be experimental, and the continuance of them will depend altogether on the wishes of the association.

At the close of Mr Brett's remarks, the president appointed a committee of nomination on time and place of the next meeting as follows: Mr Crowell, Miss Warner and Miss Lowe.

Public documents

The committee on Public documents submitted the following report through State librarian Galbreath:

The term public documents, is a broad one, and includes not only the publications of the general government, but those of each of the states as well. It was the privilege of the chairman of your committee at the Lakewood conference, one year ago, to suggest, at the meeting of state librarians, the importance of uniformity in the printing, labeling, and general arrangement of state publications, and coöperation in the distribution of exchanges. A committee was appointed to gather information along these lines, and the results were presented at the Atlanta conference by W. E. Henry, state librarian of Indiana. The report is published in tabulated form in the proceedings of the A. L. A., and presents many facts in regard to the public documents of almost every state and territory in the Union. Those interested in the subject, and desiring to collect publications from the different states, will find helpful suggestions in this report. A glance at the tabulated results emphasizes much that we already knew in regard to Ohio delinquencies and imperfections. Our executive documents do not contain all the reports of committees and departments. The name of the state is not in the back title, and you must open each volume to learn what it contains. These are serious defects which we hope to see remedied at the next session of the General assembly.

The Index to publications of Ohio, compiled by R. P. Hayes, and printed in 1897, has served as a useful guide in a hitherto undiscovered country. As anticipated, it contains some inaccuracies and many omissions. As these are discovered they are carefully noted. A second edition will be issued in the not distant future, which far from being perfect, will embrace corrections to date and contain, in addition, some new features.

A catalog of state publications, containing satisfactory references to their subject-matter, would obviously be of very great value. It would be useful in every library as a guide to a great mass of information of especial interest to

the people of our own state. It is perhaps too much to hope for the preparation of such a work in the near future. In every field of endeavor, the things ardently desired and worth the effort, if attained at all, must often be attained gradually. This is especially true with reference to changes in the complicated machinery that we call the government. The man who would suddenly grasp the ideal in reform usually fails, and is dubbed agitator or crank. We shall not be able for years to get a comprehensive index to the matter contained in the state publications. Something may be done, however, that will in a measure supply its place. Indexes to the publications of certain departments may be prepared and printed. The heads of these departments may insist upon managing this work, but in most cases, at least, they will be ready and willing to hear and adopt suggestions from those qualified to render intelligent assistance. There are certain publications that should be thoroughly indexed. First in the list might be named a work familiar to every reader in the state, Howe's historical collections. This work, so justly popular, is practically without an index. In these days of genealogical research, such a work should contain in its index not only references to the subject-matter, but the names of every person and place mentioned in the text. The same might be said of the publications of the Archæological and historical society. An index to the Roster of Ohio soldiers would be most useful now, and will be almost invaluable fifty years hence. An index volume could be prepared without much outlay of money for the Agricultural reports and the Ohio statistics issued by the Secretary of state. These would not seem, at first thought, promising sources of information, and yet they contain interesting matter pertaining not only to the work of the two departments, but to subjects that we would not expect to find embraced within their pages. Who would think of searching the former for a full account of the boundary dispute between

Ohio and Virginia, or the latter for the history of the Moravian massacre at Gnadenhütten? But this matter is found there just the same.

The last legislature passed a law placing at the disposal of the State library commission 200 copies of each state publication. This has been ample for carrying on exchanges and supplying the libraries in Ohio that have made application. The publications are boxed and sent out at intervals depending largely upon the promptness of the public printer and the heads of the various departments. Two shipments will be made before the Legislature convenes next winter.

The law that placed these public documents at the disposal of the state library, made the supply in charge of the Secretary of state, one year after issue, subject to requisition by the library commission. This has made it possible, in some instances, to supply back volumes to libraries. Those bearing earlier date than 1888 cannot be furnished from this source, however. To explain this, we submit a little documentary history that ought to be of interest to this association.

In the memorable year above mentioned, a statesman "rose up" in Ohio, and it was not William Allen. Like a state librarian who reigned about fourteen years earlier he wanted more room. The librarian, without authority of law, carted away various old newspaper files to the ragpicker, and thus made way for expansion. The statesman sought the same end and attained it by methods strictly legal. Early in the session of 1888 he introduced into the house the following joint resolution which became a law without opposition:

Whereas, There are several carloads of old public documents and department reports in the vaults of the basement of the State house, which are valuable only as waste paper, therefore

Be it resolved, by the General assembly of the state of Ohio, that the Secretary of state having said documents and reports in charge, is hereby directed and authorized to sell the same and pay the money arising from said sale into the treasury of the state.

From the report of the secretary of state for the same year we learn that this law, the product of the collected wisdom of the time, was promptly carried into effect. He says:

The General Assembly last winter adopted a joint resolution authorizing the Secretary of State to sell certain old public documents then lying in the cellar and valuable only as waste paper. Acting under this resolution, 70120 pounds have been sold for which \$845.10 has been received. This amount has been paid into the state treasury.

We have not been able to learn just what was sold, but we are reliably informed that there is practically nothing left bearing date prior to 1888. Whatever the future may have in store for this association, let us hope that the library spirit in Ohio may continue to be sufficiently active to prevent for a generation at least, the repetition of such an act of wholesale and indiscriminate vandalism.

A period of tearing down is often followed by one of building up. Some of the eastern states are reprinting the documents that were issued about a century ago. On a modest scale Ohio ought to begin the same work. The early laws and other rare documents that now command exorbitant prices, could be republished at small expense, and it is believed that the public would welcome this movement in the closing days of the first century of Ohio statehood.

The president then called attention to the effort which is to be made to have a library exhibit at the Ohio Centennial. He said: The plan contemplates the erection of a permanent building on the Centennial grounds, which shall be a memorial, and my notion of the thing is to have in that building a model library, that shall be there not only during the time of the Centennial, but for all time; and in order that that may be accomplished, it is desired to have the librarians, and all people who are interested in libraries in these states, make organizations in their own towns and in their own cities, with a view to helping on the establishment of that permanent library and that per-

manent building. Mrs Sherwood will go into the details in her address.

The meeting then adjourned until the afternoon.

At 2 o'clock the librarians and visitors were taken on board special trolley cars, through the courtesy of the Toledo members, and took the beautiful ride along the parks and river out to the Country club house, which was placed at the disposal of the company. After viewing the charming scenery, lotus flowers, lilies, golf links, etc., the meeting was called to order under the beautiful trees, and an open air session was held.

The President: The first thing in order this afternoon is a paper by one who is always listened to with the greatest attention, and who has always something well worth hearing, one who is prominently identified with library work. I take great pleasure in calling upon Miss Eastman, of Cleveland.

Miss Eastman responded as follows with a paper on

The library spirit

It was Col. Higginson who said: "Nothing comes so near the great impulse which built within less than a century the vast European cathedrals as the impulse which is dotting our land with public libraries." Certainly the great wave of religious zeal which studded the continent with those marvelous edifices which have been alike the inspiration and the wonder of all the ages since, those glorious free houses of worship, finds strong parallel in the enthusiasm of the movement which, originating only a short half century ago, has so rapidly multiplied in our own country its free homes of the book. The library "represents the same great popular impulse of the nineteenth century that the cathedral represented in the thirteenth. The ancient cathedral, and the modern town library alike stand for the spirit of their age."

Any great popular movement which works lasting results for good must be guided by principles which are sound and true; and the real workers, who aid

most in the accomplishment of those results, are not the ones who are swept away by the tide of popular enthusiasm, to drift wherever it may land them, but those, rather, who unite ability and strength with clear insight and perfect faith in the cause—who, with a full understanding of the objects to be attained, bend their methods to the accomplishment of their aims.

Let us search out then the guiding spirit of this great library movement with which we are identifying ourselves. The library spirit—for so indeed it is called—though as intangible and indefinable as its name indicates, is none the less the most real thing in the work, the vitalizing force.

The early library was for the scholar and the student only, and we know that even from them the books were often safe-guarded by chains, and that the old librarian was, first and foremost, the *keeper* of the books. The invention of printing opened the way for more general education; with the growth of our new world, and the development of American principles, came the public school system, furnishing to all the elements of education at the public cost; and next there began to dawn the idea of the public library as we know it today. Knowledge should be free, therefore open up these storehouses of knowledge to the people; build them in every city, town, and village; call the people in to the feast; being unaccustomed to mental nourishment, tempt them with this or that delicate morsel until their appetites be whetted, then feed them just enough to insure their return for more. And if they will not come to the books, send the books to them.

But is it not well-nigh useless, the pessimist asks, to attempt to develop the reading habit in those who have grown to maturity without it? It is exceedingly difficult, answers the library spirit, therefore is there all the more reason for furnishing books freely to such as can use them—therefore, too, lay hold on the young life, educate the children

to the love of books while yet there is time.

But is not the public library, after all, a very doubtful good, especially to these same children? Have you not heard parents and teachers alike complain of the inordinate love of reading which some of their children have developed to the neglect of lessons and other duties? Have you not yourself seen young people who were ruining their memories, perhaps even undermining their morals by devouring volume after volume drawn from the fiction shelves of the public library? Alas, yes! all of which goes to show that so long as the library is so doubtful a good to the young, it has a very special mission, also, in the home and the school. The parent and the teacher who make the above complaints are but admitting that the child has not been given the proper guidance in his reading. Let them use the material which the library affords to develop in the child a wholesome interest in books as interpreters of life and thought, and not solely, as he is prone to make them, an escape from the life and thought which are often made irksome to him; he should be taught, also, when this latter use of books is legitimate, and that he must be honest with his books and with himself in the choice of them. The library, then, has its mission to the parent and the teacher, in opening to them the whole literature of child training and education; it has its duty to the child in reducing to the minimum the danger of his making a harmful choice of books, by presenting to him constantly the attractions of those books which can be only wholesome in their effects. That many libraries are thus succeeding in improving and diversifying the reading of children is shown by a study of statistics of circulation during the past few years. The multiplication of delightful juvenile books in science, history, biography, and travel, the greater care exercised in their selection, and the improved methods of administration in the children's departments, all contribute to this result.

With the decline of the text-book régime, and the development of laboratory methods, the schools are each year being drawn into truer relations with the library, and a closer coöperation is assured.

Coöperation, helpful coöperation, not only with the schools, but with all of those forces which make for the uplifting of humanity and the enrichment of life; the dissemination of literature on or for the mothers' clubs, the women's literary clubs, the social settlements, municipal government and improvement, all of the vital questions of the day, as well as the investigations of science and the history and literature of the present and past—all this comes within the province of the library, all this in addition to every aid and encouragement in any line of individual research.

To be thus a permeating and enlightening force in the life of the people is the aim of the library movement of today. To its realization must be given the patience to work out that perfection of methods which shall accomplish the best and most lasting results with the least expenditure of capital or energy, a great knowledge of literature and of life and a faculty for its ready application, and that compelling earnestness of effort which considers the welfare of the cause before self-interest and which is possible only when there is absolute faith in the worthiness of that cause.

And now we come to our chief concern—that this library spirit should imbue every worker; not only the leaders, but we of the rank and file, for in this world of growing things does not much of the increase depend upon the faithful work of the mere day laborer in the field? This is peculiarly true in library work; it is not so much the spirit of the founders or supporters of any library as the spirit of the attendants which makes the strongest impression on the ordinary visitor—we are the ones who create the atmosphere of the place, whether it invites or repels. Many of the borrowers from a public library are not only utterly de-

void of any scholarly instinct, they seem to need a human medium to put them into touch with the printed page; and it is often given to the assistant who receives or issues the books to be that medium—the patient effort to please, the happy suggestion of a fascinating work, a little skillful aid in the helpless search for a subject, even the mere encouragement and cheer of a smile, these are the small, subtle influences which hold such readers until they begin to discover for themselves the unfailing sources of knowledge and delight which are ranged upon the library shelves. And even beyond this point many a *young* mind still needs the human medium for guidance through the world of books, past those byways wherein lurk the works of "morbid sensibility and licentious imagination," until it shall arrive at a true perception of the relation of literature to life.

No library worker can fully realize the vast possibilities for good in this great work and not long to be at one with its inner life and impulse. But there are difficulties and discouragements which beset the individual worker, and to the busy trustee who can give only limited time and hurried decisions to the interests of the library, to the librarian of the small struggling library with no funds, to the subordinate who is detailed to routine work with little chance of advancement,—to all these there are times of feeling hopelessly out of touch with this great library movement of which they form so small a part. What have they to do with the library spirit? What, indeed? Oh, if they could but always realize *how much* they have to do with it! That trustee decides hurriedly, and with little consideration, the questions of vital importance to the library, questions that will have their effect, directly or indirectly, upon thousands of lives. The librarian of the little struggling library should be laying the foundations, on expanding lines, for the large, flourishing library which may be built up out of it, and should not dare minimize the im-

portance of her work—what of all the beauty of the old cathedrals would remain to us today if careless work had gone to the laying of their foundation stones? And the assistant who is doing the mere routine work of the library, the pasting of labels, filing of cards, putting up of books, and all of the other work which grows tedious in repetition; this assistant is keeping the machinery of the library in running order, and the pride of mechanical precision should be hers, the knowledge that her faithful performance of duty is surely helping the whole great work to go smoothly on. She will find, too, that perfection of workmanship is by far the most certain and satisfactory road to advancement, and that a failure to advance can, almost invariably, be traced back to some sort of deficiency in herself, for "the fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings."

The greatest aid to the maintenance of the library spirit among all library workers would be a widespread comprehension of the value of technical methods and the importance of technical skill and accuracy. This is no paradox; in the early stage of the library movement there sometimes stood as opposing forces the stickler for method and the enthusiast who saw only a great work to be done and thought any way of doing it good enough; but as these two forces come more and more into harmony, it becomes apparent that with the perfect union of the two will come the ideal worker, looking into the possibilities of the future and bringing to their fulfillment the training of the expert which utilizes all of the lessons of the past. It is a high ideal of workmanship, but it cannot be too high for the great work which is given us to do. As we approach it we shall realize more and more that the library spirit is in harmony with all those forces which are making for progress, and feel that we can, with Browning

Hold on, hope hard in the subtle thing
That's spirit: though cloistered fast, soar free.

The next speaker was Mr Orr of the Case library, Cleveland, with a paper on

Book buying and trade bibliographies

It was George the Third of England, I believe, who said that lawyers do not know so much more law than other people, but they know better where to find the law; and this applies very well to the librarian, for if he has a familiarity with catalogs and indexes which enables him to find books on any subject quickly he holds the key to all knowledge, and in this perhaps more than any one qualification lies his usefulness and power.

Book selection and book buying are of course separate functions, but they are closely allied and may for our purpose be treated as one. Book selection comes first, for you must necessarily select books before they are ordered. Now book selection cannot be learned in a day, and indeed in the highest sense requires years of training and study. Ideal qualifications for a librarian, or a library committee having charge of the selection of books, are said to be an abundance of time, broad culture, wide sympathy for the needs of readers, and a general knowledge of books. All these qualifications are not likely to be found in one person or committee, so we must choose some guides or helps which are recognized as standard.

In such lists as Lubbock's Hundred best books, Porter's Books and reading, and Baldwin's Book lover, only the needs of readers are considered. But there are several very useful general guides, all compiled within the last few years, with lists arranged and classified from the librarian's point of view as well as that of the general reader. I will mention a few.

A book which I should advise every young librarian to own is H. L. Koopman's Mastery of books, Hints on reading and the use of libraries. While written for readers it breathes the very spirit of the modern library. It has besides the chapters on books and reading, admirable classified lists, and costs but 90 cents.

Other classified lists of a more general kind are Parson's World's best books, price \$1; Sargeant's Reading for the young, price \$1.50, and List of books for girls and women and their clubs, a rather awkward title for an excellent list compiled by Augusta H. Leypolt and George Iles for the Publishing section of the A. L. A., and sold at \$1.

One of the most valuable classified lists ever compiled is the catalog of the A. L. A. library, 5000v for a popular library, selected by the A. L. A. and published by the U. S. Bureau of education, and to be had free of charge from the bureau. The committee which made the selection claim for it that it is a good working library, representing the best thoughts of competent judges in various departments. It serves admirably as a check list in making the first large purchase for the new library. But if funds are limited, as they generally are, the classes may be taken up in order, buying more largely of philosophy, religion, and sociology and science this year, and of useful arts, fine arts, literature, and history next, and so on; or the whole list may be gone through carefully and a selection made from each class, this selection to be cut down to fit the sum to be expended. Local conditions govern largely, but the percentage of purchase in different departments given by the best librarians is about as follows:

Fiction, 30 per cent; history and biography, 15 per cent; literature, 12 per cent; travel, 9 per cent; social science and education, 8 per cent; natural science, 8 per cent; useful arts, 6 per cent; fine arts, 5 per cent; religion, 3 per cent; reference books, 4 per cent. One in ten of the whole number should be adapted to young people.

Every book should be carefully considered. The A. L. A. list is, as has been stated, a guide, but not a criterion, being now more than six years old. It is always well to know whether there is not a later or better edition, or, as in the case of applied science, electricity, etc., whether there is not a better work altogether, as good books in these depart-

ments are being constantly replaced by better ones.

Things to be considered in the start and always in the selecting of books are the character of the readers, the greatest good of the greatest number, and the amount of available funds. Promptness is also very desirable. The ordinary method of passing upon books by a book committee is cumbersome, and sometimes entails needless delay. The librarian should be given some freedom to purchase a much needed book to replace a worn out or lost copy, or to supply some sudden demand between meetings. If the book is worth buying, and within the means of the library, it should be placed upon the shelves with the greatest possible promptness. Inquiries made at the charging desk is the pulse of popular demand, and the librarian should note all requests, whether verbal or written. Borrowers should be encouraged to use request slips such as are commonly furnished, and reasonable suggestions should be carefully considered, first with reference to the book itself, and, second, with reference to what the library already has on the same subject, keeping always on the safe side and within the limit of expenditure agreed upon in advance.

It is wise, of course, to anticipate the demand so far as possible, and in order to do this the librarian must spend much time in reading advance notices, reliable and trustworthy reviews.

It should be the care of the librarian to make as soon as possible a good collection of bibliography. For this purpose he should provide himself, first, with a copy of a little book by Growell, called *A Book-seller's library* and how to use it. The same matter was later reprinted in his larger work—*The profession of book-selling*. It is a key to the whole literature of book trade catalogs, and leaves little to be desired.

As a matter of fact a knowledge of the use of catalogs, and that part of the purchase of books which is purely technical, should be gained before entering the library, either in a library

school or, better, I think, is a good city book store, where the order department is equipped with the best bibliographical helps. The librarian should have a knowledge of publishing conditions to date. He should know, for instance, the names and places of business of the leading publishers, at least of this country, and some of the more prominent ones of England. It must be remembered the purchases of any library, and especially the small library, are confined largely to books, so that the practical useful knowledge is of current books, and those which go to make up the popular part of the library. There is often a choice of editions, and it is desirable to know which is best and why.

It goes without saying that for the office of selecting and buying, the librarian should be fairly grounded in literature, particularly with English literature since Queen Elizabeth, and with American literature for the past 50 years. A knowledge of classical literature is also desirable; not necessarily that he should be able to read Greek and Latin, but that he may know who the authors were and to what period they belonged.

The same may be said of every department, and with equal truth. We should try to be fairly well informed on all subjects while claiming to be masters of none. Culture is the ripe fruit of knowledge, and when we remember that the information and knowledge gained in this selection becomes a part of this general culture, no amount of time that we can spare in its acquisition should be too great.

A. L. Smith (Toledo): I would like to ask Mr Orr for his idea as to just what the function of the book committee of the board of trustees should be in the matter of the selection and purchase of books, and what the functions of the librarian and assistant librarians in regard to that should be.

Mr Orr: I think book selection is the business of the librarian. I think the librarian should be intelligent enough to recommend such books as the library should have, and it is the business of the trustees to approve of those recom-

mendations, always keeping in mind the funds available. If the librarian is not competent to recommend and select the books he is not the man for the place. It very often happens that the trustees are hunted up by book agents who desire to unload large and beautiful sets of books, and they seek to secure the sympathy and good will of the library trustees without regard to the needs of the library. I have seen, I can say, dozens of examples of such purchases. Sometimes they get some that may happen to be good, very often very bad, and the librarian in that case is helpless. I think that the librarian is in the best position to know what the library needs. When a book is recommended by a patron of the library the librarian should know whether it is a proper book for the library. It may be that the library already possesses a better book on the subject on the shelves, so that I think the librarian should have the widest scope in the selection of books, always with the approval of the board; the librarian should always have the hearty coöperation, sympathy, and help of the board. I would like to hear Miss Ahern speak on that subject.

Miss Ahern: Mr Brett and I have just agreed that Mr Orr's views are correct. I do not see how the average trustee, usually a business man with many cares, can give the necessary time to learn the various wants of the patrons of the public library. The librarian is in continual contact with the public generally, with the clubs, the various organizations, the schools, and the current topics of interest. The members of the board are subject to frequent changes, and some of them rarely come into the library itself, and have no means of knowing what the public is calling for at the counter. If the public gets its demands, it seems to me it must be through the librarian. In answer to Mr Smith's question it seems to me that the librarian, by means of the various aids accessible, should prepare the list of books to be bought, and submit it to a book committee who should be such in fact and not only in name, and who will de-

termine finally how far the funds will allow the purchases to be made. The so-called literary man, the college man, the faddist and the bookworm are not prepared better than a true librarian to choose the books for a public library. The librarian who is not prepared to do this is not prepared to bear her title. Library assistants, of course, can be of great service in reporting the calls made at the loan desk, and their coöperative interest in preparing purchasing lists will be a good thing for them and a good thing for the library.

The President: We would like to hear from Mr Brett on this subject.

Mr Brett: I do not know that I can add anything to the very clear statement of the case which Mr Orr has made, and the further illustration by Miss Ahern. It is very clear to me that in the matter of book buying, as well as any other important matter concerning the library, the close attention of the board, the interest of the board to a degree which will make each member of the board familiar with the general policy of the library at all times, should be given to sufficiently well inform themselves to form good judgment and express it. This is altogether desirable; and as far as this particular question of book buying is concerned I would entirely agree with Miss Ahern that the librarian who is not competent to form a fairly reliable opinion as to the value of books themselves, and as to the needs of the library for those particular books, as to whether the book is good in itself, as to whether the library wants or needs it, is not the man for the place or a man for the purpose. But I can see in the smaller library, where the purchases are not so numerous as to stretch out into lists too long for careful scrutiny, that the proper course would be for an examination; that the list prepared by the librarian should be examined and passed on by the board of trustees. In the larger libraries it seems to me that the result desired can be attained by a general direction on the part of the board of the policy of the library; that if the books are needed for certain work in

the schools that they direct the librarian to purchase a certain line of books to fill that need. There is no necessity at all for the board, or the book committee, to look into every item, but they should decide on the policy of the board, and what lines of books are needed. I think the case is somewhat different in the larger libraries, where the purchases run up into thousands and thousands of volumes each year, from what it is where the purchases are more limited. In the larger libraries the board is made up of men who are the busiest men in town, and who cannot give a sufficient amount of attention to library concerns to form valuable opinions as to the needs of the library. I think they should have charge of the general policy of the library and direct it in that way.

We supervise the buying of our books, particularly in the juvenile department, with a good deal of care. The books are frequently read by the committee before they are put on the shelves. Whenever we have a complaint by any one about a copy of a book, which we often do with all our care, that book is read and passed around the board, and judgment passed upon it, and the book is either put on the shelves again or removed, as we think best. We have more difficulty, I think, in getting books for our juvenile department, and they are all inspected very carefully.

Mr Orr: I would like to ask if there are any dealers in Ohio who send books on approval?

Mr Wycoff (Sidney): We have an arrangement with a local dealer by which books are sent to us subject to be sent back. Of course we do not aim to read all the books, but we do scan all of them.

The list is made up by the librarian and the book committee or the trustees; sometimes we keep a book several weeks, then return it.

Mr Orr: I should like to hear from some of the larger libraries.

Dr White (Cincinnati): We have a very competent librarian, at least we think so, but unfortunately unable to

read all the books we purchase—between \$18,000 and \$24,000 worth a year—although the rules require him to look them over. Furthermore, the same rule requires the library committee, which is the purchasing committee, to look over and superintend the purchase of these books. I am very sorry to say, however, whenever the purchase gets so large, running sometimes into four or five thousand, they don't do it; they take the librarian's word as being first-class. The librarian submits a list to the meeting of the committee each month; it is left with the library committee with power to strike out; then that list is approved by the board of trustees. This is usually done upon the recommendation purely of the library committee. It would be utterly impossible, I believe, for a board of directors of a library the size of ours to attempt the purchasing of these books. It takes some one who is, to a certain extent, a bookworm, or who can give a great deal of time to such matters, and who reads the different periodicals and follows up the different published lists of what is new. The board of trustees is simply a committee on ways and means, supposed to provide money necessary for carrying on the library. I, however, to a certain extent, do not entirely believe in that. In the first place, the board of trustees of a public library should take enough interest in it, and should coöperate with the librarian, and in case of necessity should assist him in many ways. Unfortunately it is too often the case the board of trustees come down to the meeting, approve the bills, draw the money necessary, and then go home. That is not my idea of the duties of the board of trustees. There are any number of important matters which ought to be carried out solely by the board of trustees as business men. I am glad to say that with us, outside of the purchase of books, everything else in our library is done by the board of trustees; all other purchases are made by the board.

Mr Brett: May I add a word? I said a moment ago that I believed that a li-

brarian who was not competent to form an opinion as to the value of certain books was not the man for the place. I believe that something has been said since that should be explained a little. The librarian does not pretend, or any other intelligent reader, to form an independent opinion on books of all sorts. But I mean that a librarian who is not able, by the use of the different printed bibliographical aids, especially on the question of technical books, scientific books, to form an intelligent opinion, is not the man for the place. The librarian should know where to find an opinion. It is not his independent opinion, it is the best opinion, the best expert opinion he arrives at, and if he expresses that, he is governed by the opinion of an expert as to the value of the book.

Mr Orr: That is my idea, and as an example, of it, when Mr Morley, who is one of the most eminent chemists in the country, expressed an opinion as to the best work on any subject connected with physics or chemistry, I take it that his opinion should govern. He came into Case library not long ago and made a request for the new book by Sloane on liquid air, which he said was the best work. I accepted his opinion as authority. When such a request by such an authority is made, you must purchase the book without question if it is within the means and scope of the library. If Prof. Morley says it is an authoritative work, that is the work to buy. You must constantly use the most expert knowledge that you can get.

The President: One of the very important questions arising in library management is that of the hours to be put in by the assistants in the libraries. It has been deemed of sufficient importance to require a symposium, which will be opened by Miss Smith, a graduate of Albany library school, who is prepared to speak with some authority on this subject.

Miss Smith spoke in part as follows on
Library hours

If people are not happy or interested in their work they cannot be success-

ful; and if the individual members of a staff are unsuccessful, the whole library suffers, for a chain is only as strong as its weakest link. A little quotation from Ruskin seems to apply to this subject particularly well: "In order that the people may be happy in their work, these three things are needed: They must be fit for it; they must not do too much of it, and they must have a sense of success in it."

The length of the working day in this profession is of vital importance from the side of the library and of the public, as well as from the standpoint of the assistant.

The usefulness and the good name of the institution depend to a very large extent upon the efficiency of the assistants. Upon those who have charge of the reference and circulating departments, because they must come in contact with the public; and upon the classifiers and catalogers, because in that department is the engine which keeps the machinery of the library in successful operation, increasing or lessening the work of every other department, according to the amount of intelligence shown in making available everything that the library contains on every subject.

Therefore, if the library will preserve its reputation and broaden its field of usefulness, it must require from its assistants intelligence and courtesy toward the public. Courtesy and quick wit are not boon companions of fatigue, either mental or physical, and they can never be made to go hand in hand.

The number of hours required must depend upon the size of the library, the qualifications and the number of assistants; but the hours should never be so long that the physical strength will be overtaxed.

The close application and constant concentration of mind demanded by much of the work done in libraries is wearing and wearisome in the extreme, and many workers in the field keep up on their nervous energy when the brain is really too tired to do good work.

An argument in favor of a half holi-

day is, that aside from the relaxation from routine work, and the consequent renewed energy, it gives an opportunity to broaden one's horizon, a thing very much to be desired in library work.

A reasonable amount of time should be allowed for genuine illness; otherwise the library will actually lose time by an attendant appearing for duty when unfit for work.

The statistics upon which to base this discussion have been gathered from eleven of the best known and most successful libraries of the country outside of Ohio. Eight hours daily service is required in two of the libraries, six and one-half in one, an average of seven in one, and seven and one-half in all the rest; the whole averaging a little less than seven and one-half hours. Eight of the eleven allow a half holiday, and one shortens the hours somewhat in summer. Eight allow time for illness. Five of these allow full pay, two allow half pay, and two make special arrangements. Four of these libraries—Carnegie of Pittsburg, Buffalo, Springfield, Mass., and Princeton university—have adopted the hour system, i. e., so many hours per week or per month, rather than a stated number of hours per day.

The President: I think Miss Jones is very much interested in this question; we would like to hear from her.

Miss Jones (Columbus): It is a question in which I am intensely interested; not so much because it touches my own library, because the university has been very generous to workers in its library. It has not required long hours from any of the workers there. The reason that this has been so is because the university has recognized it must have intellectual workers in the university. We cannot have people in our library who are completely worn out by rush work. We have to have people with time and energy after they leave the library to keep up with the best reading, to keep up with the reviews, to keep up absolutely hard study. It is not at all that I want to make an example of what we are doing, simply to show that we have good hours.

I will say that three assistants at the university library, two graduates from the university, carried extra work through the entire year, post graduate work in the university. You can see that they could not have done that if their hours had been so long as to completely prohibit them from attending recitations. Two of the assistants in the library have been through the summer vacation taking advance work one hour a day. One returned from Chicago, where her time has been spent in that kind of study. This is told in explanation of our university method. I presume we require shorter hours than the majority of the Ohio libraries. We require six and one-half hours a day and give a half holiday every week.

So you can see that my interest in this subject is not because of any personal desire in the matter. I think we have all we can possibly ask for just at present. But it is because of my interest in the profession as a whole. I want to bring the library profession up to where we are claiming we should be—one of the learned professions. Miss Benedict had a paper before the elementary section of the A. L. A. on classification, in which she refers to this very question. She speaks of the fact that librarians are beginning to be regarded as the learned people of the world. It is because I am interested in the profession as a whole that I want very earnestly to make a plea this afternoon to the O. L. A. to recognize the fact that the workers in the library, who are brain workers, must have short hours if there are going to be really and truly intellectual workers. We must recognize that in large libraries there is a great deal of clerical work that can be done, I presume, by people who are not necessarily experts; but the heads of the departments, all of those doing the brain work of the library, are the ones of whom I am speaking now. They must have time for outside study and preparation, just as lawyers must have time to work up their cases outside of the court room.

I sincerely hope there will be a full

and free discussion this afternoon as to the amount of brain work which can be done and which should be required from the workers with the best results to the library.

The President: Have you any suggestions to make as to the number of hours; anything tangible upon which we can act. In other words, have you any resolution to offer?

Miss Jones: Mr President, I think the important thing is to notice that the average seems to be below seven and a half hours a day. That does not mean the best, but it means the average. I think Ohio libraries on any given lines ought to be on the right side of the average; that is all I can say.

The President: I think Miss Crawford can give us some valuable information on this subject.

Miss Crawford: It is a matter I have not thought of particularly, because I have never confined myself to any number of hours; if there was work to be done I stayed and did it. That has been my practice all my life, and I do not know that I stand in a position to plead consistently for shorter hours. This much I do want to say, that the psychologists who have made a study of the professions, with the measurement of the extent to which mental power is available, should observe the profession of a librarian; and a schedule should be adopted whereby only so many hours would be required of those people, and we would know then where librarians stood in that line.

Miss Wood, of the Branch library, Cleveland: In regard to the number of hours in the Branch library, Cleveland, while the libraries at the branches are regulated by the librarians at the main library, the required number of hours are not exactly the same. The required number of hours at the main library is eight, and under the new regime, on which we have been working the past nine months, the branch librarian assistants have been required to put in nine and one half hours, on account of the number of evenings they were required to stay in the branches.

The work we do is mostly done in the afternoon and in the evening.

The President: Mr Orr suggests the question whether seven and a half hours work is too fatiguing, and if the number could be reduced with profit to the library.

Miss Woods: I think it could be reduced with great profit. I think seven hours and a half of close work, such as we do, beginning at half past twelve and ending the day's work at half past eight, with the supper hour, makes seven hours and a half actual work; I think it could be reduced.

The President: I would like to hear from Mrs Jermain on the subject of library hours.

Mrs Jermain (Toledo public library): In the Toledo library, when I first went into it, we were obliged to remain from seven o'clock in the morning until nine o'clock at night. There were very few librarians, and we worked until we were so exhausted that it was difficult to get up the next morning and go to work again. When I became librarian I thought it was nothing but true humanity to ask of the trustees a six-hour day for each librarian; I felt that it was such fatiguing work, that three hours at a time was as long as we could bear it very well. I asked the trustees for these hours and they permitted it; salaries were small, and then there were no holidays nor half holidays; nothing of that kind had ever been permitted in the library. When the young ladies are ill they have to pay their substitutes for the time they are absent, and it has always seemed to me that our young ladies were giving of their strength all that was desirable, or all that was right for them to do.

The President: You think the hours ought to be reduced to six?

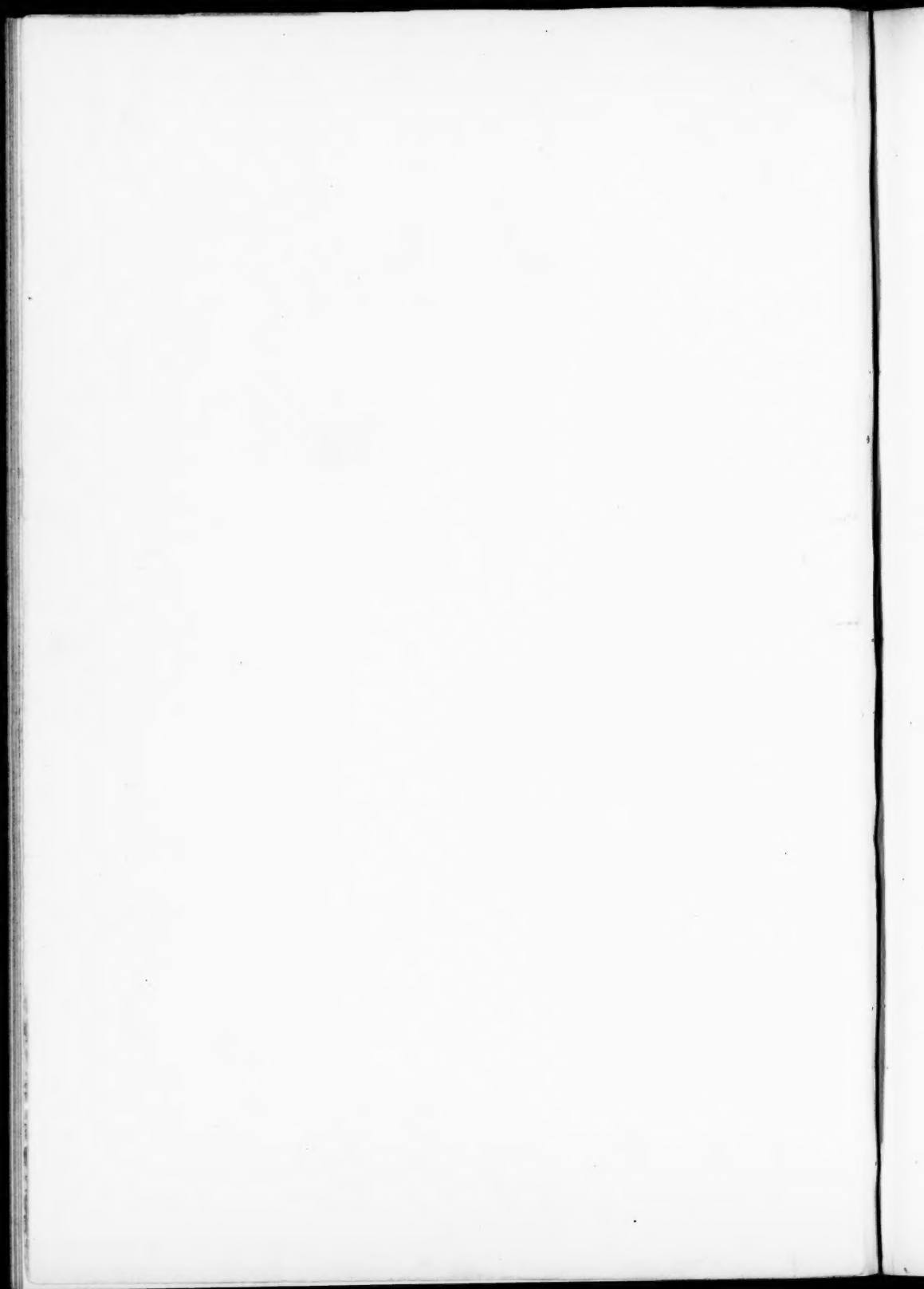
Mrs Jermain: I think six hours a day are enough. I do not know but in a library where they have free access to the shelf system the young ladies might be able to endure it without getting too fatigued.

The President: It ought not to be a question of endurance, because the

hours ought not to be long enough to be a test of one's endurance. If work can be done easily, it is all the more satisfactory.

Miss Ahern: This question has been taken up at the meetings of the A. L. A. Somebody gave us at the Philadelphia meeting, I think, a statement of the results of different hours of work. He was interested in the question and had made out a tabulated form. He found in the cataloging department, particularly, that the people accomplished quite as much work of a better grade with short hours than they did with long hours. The average time that they could do efficient, accurate, good work, for a certain number of weeks, was found to be six hours a day. He found that when the strain was very great that there were inaccuracies, incorrect entries etc., that required the work to be done again. It seems to me that this is a question of vital interest, and one that librarians should earnestly consider. Those of you who are familiar with the history of library work as it has been made in the last four or five years, will bear me out that those who are doing the most valuable work are those who are taking it moderately. There are persons at the head of certain institutions today who are doing admirable work, but who are almost physical wrecks; they have done splendid work in their own lines, but we shall not have their valuable help much longer at their present gait. I regret to see that women are largely the greatest sinners in this regard. They think nothing of their health; they have good judgment in taking care of their work, but they do not seem to have the same judgment in taking care of themselves. The one is as great an obligation as the other. This is one of the things that librarians must learn, not to be carried clear beyond their strength, before they can really assume that dignity that belongs to them in a professional way.

Mr Orr: The brain worker is likely to play out, and I believe that any more than six hours is too much for good work. Of course we have to take into



account that after the brain worker ends his day in the library he must do some other brain work after he leaves the library. I think that the distinction has not been made between the brain worker and the one who does merely the physical labor, such as handing out of books. Well, that is brain work in a way, but it is not the brain work that a cataloger does. It seems to me there should be a distinction made between the hours of a cataloger and the hours of the ordinary library attendant.

A member: How would it be if you had to do it all?

The President: Get an assistant.

The member: I wish you would suggest that to our board.

The President: How many hours do you put in?

The member: I have been doing about twelve hours of work a day. Our library opens at nine in the morning and closes at half past eight in the evening, with no intermission whatever; there are two of us. My hours are, in the winter, three days' work ten hours a day and the other three days eight and one-half, from Monday morning until Saturday night.

The President: It seems to me imperative that this association take formal action on this question of hours, and pass a properly prepared resolution urging upon trustees of libraries the necessity of giving shorter hours to their employes, to the end that they may have better service. I should like if some one would present such a resolution for the action of this body.

Mrs Jermain: I propose that Miss Jones draw up a suitable resolution and make such a motion.

Motion put and carried.

A member: There is a practical difficulty, a very, very practical one, that it seems to me ought to be taken into consideration. The board of trustees buys a certain number of books to be disposed of—I am thinking of my own work—those books are to be taken care of; they must be cataloged, and, if they are not, you are responsible for

it. You have just so much help with which to work, and that help is just so efficient and no more, and you have just that amount of work to get out, what are you going to do?

The President: Won't that resolution solve that difficulty?

The member: It will not, unless the trustees either buy fewer books or get more expert help.

The President: I accept the amendment; if this resolution will bring that about we shall have accomplished great good.

Miss Mercer: Consider this question; you know just how much your board has to go on. Now if you know they have no more money, and cannot possibly get any more help, that work has to be done, what are you going to do? You know the board has spent all the money they have to spend.

The President: It seems to me there are always ways for the board to get money.

Dr White (Cincinnati): May I speak on this question from the standpoint of a trustee? There are two sides to the question; one the financial question, the other a question of the hours in which the help can serve. I do not think there is any board of trustees that would not be perfectly willing to have more help at reduced wages. The employes on the other hand want the wages to remain the same with help increased. The next question is, where does the money come from? We have in our library about eight hours.

Some person made the remark that the study of library work was going to be one of the learned professions. I happen to belong to one of the so-called learned professions, of which I believe there are three, law, medicine, and the ministry. The members of the learned professions are divided into two classes, some about starved to death and some about worked to death. Now there is a happy medium between the two. Recreation is necessary, I think, for anyone, whether he be a business man or a professional man. How many business men are there who

go to their business early in the morning and stay late at night? It is not necessary to recount them; every city has thousands of them. I do not think it is the eight hours' work that wears out the librarian or wears out any man, physically speaking. It is very often the loss of sleep, worry, and other things they do in addition to their work that does the damage, not the work they give to the business in which they are employed.

Another thing you must look at, the wages that are paid, as with us. Our young ladies seem to be very well satisfied when they once get in the library. I have not heard of any of them giving it up myself on account of the wages, and there are thousands knocking at the door to take their places, any number of them, if they are not satisfied. I am in favor of doing all we can for our librarians and assistants, at the same time we have to go according to our funds. We are perfectly willing to reduce the hours, but if we do we have got to reduce the wages. In our library we attempt to put in everything that we can possibly imagine will aid in making this work easier.

I believe the catalogers, and those doing mental work, doing hard work, are entitled to shorter hours; but when it comes to the mere delivery of the books, how many hours of the day do they really work hard? During the rush; but in the meantime many of them take seats quietly back of the flies and read interesting books [cries of No sir!] I am often in our library, and I have seen practically very few people in the library soliciting books.

Mrs Jermain: In our library at Toledo, the young ladies serving there are actually on their feet continuously in the busy times of the year, from the time they come in until they go out, and they are perfectly exhausted when their day's work is done. Does it make any difference where they have open shelves? Here, in Toledo, they have to do so much running. With open shelves it must be much easier for the librarians and assistants.

Mr Brett: It makes a great difference.

Mr Olney: I speak as a trustee, and I am sure that nearly every board of trustees in the state of Ohio would be glad to know just how these experts, librarians, and their assistants themselves regard this work. The fact is, we look at it from very different standpoints from the librarians and those working with him day after day. We would like to know these sentiments, and nearly every trustee in the state would like to know just how you as an association regard this question. There are experts who can work two or three hours a day and do more good work than some other person who may work eight, nine, or ten hours; others are mere figureheads. There are certain experts who should be and are paid large wages, while there are others who work conscientiously and well, but the quality of the work they do is very different from the quality of the work done by some of these experts. We would be very glad, I am sure, as trustees of the various libraries, to know just what you think would be right, and then we will come just as near to giving what you think you ought to have as is possible. [Great applause.]

The President: Mr Crowell, the president of the board of trustees of the Toledo library, is here; we would like to hear from him.

Mr Crowell: Well I really do not know what has been said on this subject; my own views correspond very closely to those of Mr Olney's. Anything that I could say would be simply to emphasize what he has said. Our hours are six instead of eight; while our help is paid less than some other libraries, I assume that the relation of the compensation for hours is practically about the same. I am not in favor of increasing hours. I do not know what has gone before I came in. I simply wish to indorse what Mr Olney has said. [Great applause.]

The President: It seems to me that Mr Olney has emphasized the necessity for having that resolution prepared. I

speak as a trustee, and my experience has been that trustees are willing to do whatever the librarians want them to do, that is, within reasonable bounds, and I have no doubt that an expression by this organization, as an organization, will have great weight with all boards of trustees throughout the state of Ohio.

Mr Smith: We will have the resolution, I think.

Miss Ahern: There has been one gauntlet thrown down that I really cannot pass by. It is a fact, as the gentleman stated, that there are a great many people knocking at the doors asking for library positions. So there are in other lines, but 99 per cent of these people are not prepared to do the work. But if you are going to give small salaries you will have to take these people because you cannot get expert people; and the tendency of the whole thing is to lower the average, not only of the work, but of the people that are engaged in the work, and the public is the final sufferer. [Applause.] The matter which is being discussed here today is being discussed by the American Library Association under another name. It seems to me that just such a discussion as this brings up the advisability of a schedule, if I may use such a term, on quality of the work in libraries; and I hope that no librarian who has heard what has been said here this afternoon will be driven from personally favoring a higher standard of ability, from the librarian down to the boy who carries the books, simply because she is told somebody else will get her position if she doesn't keep still under what she knows is not right. Keep urging this matter until it is settled and settled right. We want better workers, not poorer ones. We want people prepared mentally, morally, and physically for the work, but they cannot be had on low salaries and long hours. [Applause.]

Mr Wycoff (Sidney): It seems to me that the library force should be about upon the same level with the common school force. I do not see how it is possible under the present system.

I have had in my mind for some time the idea that in Ohio there ought to be a system of county libraries; that is, that each county seat should be the center of a county system, a system corresponding to what I understand you have in Cleveland. If that subject could be taken up, and then there could be a law secured supporting the county library by a county tax—it would not require much of a tax when it is put upon the entire property of the county—providing for a branch in each township or each village, as the case might be, then you would have a library system covering the territory, coming to all the people as we have the common school system now, making everybody interested in it. It seems to me that coöperation between the libraries as a force and the common school system as a force can be solved the best by some project which will give us the county library. The principle of the common school system could be applied to the library force in its working around the county, as well as in various other things. Put them on an equality. There is some legislation under certain conditions that makes it possible for the county to do that, where the spirit can be worked up. I think that the county seat would be an excellent point from which to work. I believe that that report of the Library extension committee advised the same thing.

Mr Brett: I just want to add one word to the previous discussion. It is not the help we have, but the expert help that is the key to the whole situation. One gentleman spoke of the thousands outside knocking at the door. What does that signify? When they come in they do not know how to do the work. [Applause.] The work of the library has most of the qualities of strictly professional work. The definition of a profession, if I can state it now, is that it requires and includes expert special knowledge in the special line that it is of practical application; and that knowledge, that skill and knowledge, should be used for the benefit of others, not alone for one's own

benefit. That is the library spirit, and I think while the library work perhaps may not have all the essentials of a profession, it has most of them, and it certainly does involve arduous mental labor, and the main reason it appears to me why shorter hours should be granted, is founded upon the fact that no one can prepare himself to do the work without constantly giving time to it. In the first place no one can keep up with the other work that is needed without a very considerable amount of daily study and reading, which should be allowed to them outside of library hours. If assistants do all the work they are capable of doing, put all their self in the library in the required hours, they cannot keep up with their study outside the library, and they must lessen their value every year they stay in the work. Time for study should be allowed for in arranging hours.

Mrs Colburn: How are we to look at this matter as librarians? I think it should not be a matter of how much we can stand. Something else is to be considered and to be the test when we can do good work, when we can do the best work. We are not making these resolutions for the evening of the 19th century, but for another century that is opening, and when we think of the work we are to do and our physical condition, mental condition, and the mental condition of all the people, we must consider that we have to play part of the time, we have to look around and breathe two or three times so that we can grow. We do not want to say, put the hours just as long as we can stand, do we? But we want to do the best thing for ourselves, and not be afraid we will lose our positions because of the thousands knocking at the door, as somebody else said.

Mr Hopkins (Cincinnati): During my experience as colleague of Dr White on the board of trustees of the Cincinnati public library, I can say truthfully that there was no member of that board who was more just, more fair, more considerate of all the wants and needs of those

in the employment of the library than Dr White himself. I want to say further, and this is where a joke comes in, it was agreed that when Miss Smith presented that paper, in order to precipitate a thorough discussion, that Dr White was to take the contrary side of it.

Mr Hensel: I wish to indorse the idea that Mr Brett gave voice to a few minutes ago, that the hours the librarian puts in at the library are not the only working hours. If they fit themselves for improved methods, for improved service to the public, they must study when they are not in the library and are not serving in the library. So when we say we want shorter hours we do not want to shirk our library work one particle, simply give an opportunity to do some better work outside of library hours which otherwise cannot be done.

Miss Waters: I wish to emphasize a point made that librarians need to study outside of library hours. When we end our day's work in the library we do not want to feel that all we can do is to take a novel and sit down and read, and that is all we are able to do. We have studying to do, and we want to feel sufficiently rested to do this.

Mr Poesche: I move that we return a vote of thanks of the Ohio Library Association to the governing board of the Country club for the use of their grounds this afternoon. Motion put and unanimously carried. Adjournment.

Auditorium, Wednesday, 8 p. m.

The President: It is with a great deal of pleasure that I welcome here the citizens of Toledo who have manifested enough interest in the great library work to attend these meetings. I beg to assure you that we believe they will be amply repaid for coming here. The first number upon tonight's program is by the president of the Toledo library board of trustees, a gentleman who is heart and soul in sympathy with the library work, a man who is doing everything he can to advance the interests of the library here in Toledo and throughout the state. I have great pleasure in introducing M. L. Crowell of Toledo.

Mr Crowell: Before beginning the paper which, with very ill-advised judgment, has been assigned to me, I beg to make a short statement concerning the gifts this year made by our citizens to the Toledo public library. First is the munificent gift of \$1800 from William Hardee. The second is the gift of 750v. by the worthy president of this association, Robinson Locke.

To both of these citizens the entire community of Toledo is deeply indebted, and I am glad to have the opportunity to thus publicly acknowledge the debt.

Library work of Ohio compared with that of other states

My first duty tonight is to extend to you all, on behalf of the Toledo library, its librarians and trustees, a most hearty welcome, and to thank you for your presence here, attesting as it does the interest you all have in the maintenance and extension of the educational and civilizing work now being accomplished through the agency of the public library.

I approach my second task with considerable trepidation. When my colleagues raised me to the dignity of their president I accepted the duties and responsibilities of the important office with becoming alacrity. Had I known that among the duties I should be called upon to perform would be the delivery of an address or paper to the assembled librarians and trustees of the Ohio libraries, I should have shown even more alacrity in declining the position. Had I alone been obliged to prepare the paper I am to read, I feel sure that before I had finished you would ask that I might have been given a prophetic insight into the future and thus have spared you. However, the paper though nominally mine is practically that of Miss Doren, of the Dayton public library. Whatever of interest or value it may have, and it has both, I wish the credit given to her, and whatever shortcomings it may possess please attribute solely to me.

James Russell Lowell took occasion

once to say to an English audience that All free governments are in reality governments by public opinion. The daily press and the pulpit have long been regarded as chief agents in generating and molding public opinion, and are looked to in all ordinary times, as well as in the crises of affairs, to lead in revival and reform. But there is in these latter days another force in the field as active and as potent as it is unobtrusive. It is the free circulating library, in which is conserved and from which is distributed to the people the literatures of all times and nations, so that the thought and experience of the past is yet active in the present through the medium of printed books.

It is not my purpose to inquire into, analyze, and exhibit the spirit behind this movement, but rather to call your attention to what Ohio as a state has done for the institution of free libraries as compared with other states, and perhaps, incidentally, to point out what we in the present time may do toward furthering the library work of our generation.

Since the active sentiment of any community in regard to that which concerns the public weal is finally crystallized in its laws, a brief review of library legislation is probably the most direct way of dealing with the matter.

Libraries there have always been, from the tablets of clay and alabaster built into the temples of the ancient Assyrians to the chained books of the University of Leyden. But these have been, as Mr Fletcher points out in his admirable hand-book, instruments, not for the diffusion of knowledge but for its conservation. The free public library movement, which is distinctively for the diffusion of knowledge, may be said to have taken its first start in America with the founding by Benjamin Franklin of the Library company of Philadelphia in 1732. From this time forward until 1835 (over a century) proprietary libraries held sway, many of which continue as athenæum, lyceum, association or mercantile libraries in honorable existence to this day. They are,

however, gradually being converted, through legislation, into public libraries.

It is most interesting to follow the course of the library movement geographically, and to note the various stages in the legislation which has supported a movement so distinctly American, antedating as it does by a number of years anything of the kind either in England or on the Continent.

Referring again to Mr Fletcher's Public libraries in America, he notes that there have been five distinct stages in library legislation which have swept over the country in waves from state to state westward, until we find that but 16 states of the Union are now without any legislation for the public support of free libraries.

The first acts, beginning with 1742, recognized subscription libraries as public benefits, and exempted them from taxation. The second wave set in with the New York law establishing district school libraries, and was continuous from 1835-75. The third stage was marked by the passage of laws enabling towns to establish and maintain free libraries by taxation. In this New Hampshire led in 1849.

The fourth stage, inaugurated by Massachusetts in 1890, is that marked by the era of State library commissions looking to active encouragement and state aid in founding new libraries and extending the usefulness of libraries already established. The fifth stage is that of mandatory legislation. The first compulsory library law was passed in 1895 by New Hampshire.

Most of the states now have established general library laws, though but few as yet have gone so far as to extend state aid to the library movement. Most of those which do extend the aid of the state follow the example of Massachusetts, which permits its library commission to give to any town \$100 to be used in the purchase of books, the selection to be approved by the library commission.

Through the medium of the pamphlet issued by the Ohio library commission, you are familiar with the laws

affecting public libraries in Ohio, so I shall not detain you with the details of these.

The library commission has gone extensively into the Traveling library mission, having up to date sent out 400 traveling librarians; this movement having been started in 1896 through the request of the General federation of women's clubs. Since the inauguration of the movement it has become apparent that the common schools of the state will soon furnish the largest number of patrons.

That library legislation is not without its ludicrous side will be manifested by the attempt to pass an act for the traveling library system in Minnesota. One rustic Solon clearly indicated his Milesian origin in a speech opposing such appropriation. He said: We have no more right to appropriate money for books than to spend the same for boots. Books are not read in a day, nor a week. Every member of the family to which those books will be sent will use them. Circulation will be slow. The whole thing is a scheme to allow some dealer to job off a lot of books; it is intended as a levy to pry a hole in the barrier in the sacred name of intelligence and education, and to let in a flood of extravagance upon the treasury.

This eloquence prevailed and no appropriation was made.

Wisconsin is a fine example for Ohio to look to, because she is doing with limited means, but a great deal of human sympathy, a very aggressive work. The new law of 1899 practically creates a library department for the state. Free room rental for officers of the library commission, traveling expenses, postage, express, printing and supplies are all paid by the state, and an appropriation of \$7500 a year is made, all of which goes to a paid secretary and for expert service and other expenses outside of the books.

The Wisconsin secretaries have stimulated library enthusiasm throughout their state, and have practically won a very liberal support for the traveling library system from gifts of private

individuals, women's clubs, etc. This suggests the idea that the secretary of a library commission should have no other duties than those which are immediately concerned with the general interest of the libraries of the state, and that these should receive specific attention and expert assistance.

It is of the highest importance that new libraries shall start right and with the best methods and appliances possible to attain.

Concerning Ohio's experience, I quote from the commissioner's report of 1897:

There was a time when Ohio gave liberal support to public libraries. In the years of 1854-55-56-59, \$300,000 was spent for these libraries. The books were well bound and carefully selected. Many of them were of permanent value. They were not circulated in accordance with any definite plan. The system lacked an authoritative head. The responsibility and power of the state commissioner of common schools ended with the shipment of the books. Some of the volumes were lost; some found their way into different families; some were lodged in the "lofts, where the mice and rats held high carnival among the printed lore." But in spite of all this waste the money expended brought good results. The influence of these libraries is still felt. These books were a treasure and inspiration to many a country boy and girl. The libraries were brought to an untimely end by those whom they were intended especially to benefit.

The cry of economy was raised, and the law that made it possible to distribute over 400,000v. of the best literature of the time to the schools of the state was repealed. What was the result? Was taxation reduced? No. The money went for other purposes, and the opportunity to put an excellent library within easy reach of every family of the state was lost.

I notice in the reports of library commissions of New York, Massachusetts, Wisconsin, and several other states, that traveling collections of pictures, photo-

graphs, etc., are circulated throughout the state, this being done in many instances by the coöperation of volunteer workers, such as the Woman's education association, Library art club of Massachusetts, etc., who bring both knowledge and money to bear upon the selection and grouping of such collections of pictures.

One more word on the work of library commissions in which our state, I think, may take a hint, that is in the makeup of an attractive and stimulating report which shall be practically a handbook of Ohio libraries, and which shall be widely circulated outside of purely library circles; all of which, I judge, is dependent upon the funds wherewith to accomplish the work.

The whole number of libraries of all kinds outside of private collections in Ohio is 220; 43 of these only depend upon public taxation for support, and but 39 of them, or about 7 per cent of the whole number in the United States, belong to the class described as free circulating libraries.

A privately compiled list of 20 leading public libraries of this state shows that in these libraries there are, exclusive of reference works, serials, etc., about 600,000v. of circulating books which last year (in 1898) had a home use of over 2,100,000. The annual income from taxation ranges for these libraries from \$170 to \$68,000, the rate of taxation being from one-tenth of a mill to three and one-half tenths of a mill on the dollar valuation.

Tracing the modern library movement geographically it is noticeable that for the last half century (1838-98) the North Atlantic states, i. e., New England, New York, New Jersey, and Pennsylvania, have been the originators and active instigators of it. From one or another of these states have emanated successively the first laws which have set in motion library legislation elsewhere.

Next to these in library activity are those states which have risen out of the old Northwest territory, Wisconsin leading the van in an aggressive missionary

spirit. The South Atlantic states from Delaware to the Gulf had not, until 1896, any general library law on the statute books. Georgia is now the brilliant leader in this group. The Trans-Mississippi West has shown great interest in both libraries and schools, and is rapidly advancing.

When we come to compare Ohio with the other states in this general movement, it appears that she is a good follower, being in no case the first to organize or the last to adopt any good measure.

Having, as has been stated, 7 per cent of the public libraries of the country, she stands with nine libraries, tenth in order on the list of the 22 states which have the 100 largest libraries in the United States. She is also in a list of 20 states, from Maine to California, tenth in order in respect to the number of free volumes per thousand of population, Massachusetts having the largest number, i. e., 1233, and Colorado the smallest, three volumes per one thousand of population. Ohio has 127 volumes per thousand of population.

In a list of the 21 states to adopt school library laws she stands ninth in order.

In the list of the 10 states that have library commissions she comes sixth; she is one of the six states which support a traveling library system by state aid, and she has followed close in the footsteps of New Hampshire in the matter of enacting compulsory library laws, though the law differs very greatly from the New Hampshire law. In the list of the 23 states having state library associations she is fifteenth to fall in line.

She is not, however, forward in the matter of private bequests for the endowment of public libraries, but one such being on record up to 1896. That the number of these is increasing is a gratifying sign. She does not, as nine other states do, afford state aid in money for the encouragement of new libraries in struggling communities; nor does she, as two other states have done, officially

encourage the professional training of librarians and assistants.

One moral of all these facts, to me, is, that library associations and powers of laws ought to study together the conditions which the laws are intended to affect; also let it be noted that laws do not execute themselves, and library associations have another opportunity for expert attention.

The President: One of the most potent factors in library work is that being done by the women's clubs in the state. During the last few years they have manifested a remarkable interest in the extension of library work in all parts of the state. I take pleasure in introducing one of the prominent workers in this cause, Mrs Elroy M. Avery.

Mrs Avery reviewed the history of libraries in the United States, and passed to a consideration of the work of women's clubs and the objects of their interest.*

The President: Now we have here the editor of the magazine that has been so helpful in our work, who will talk to us on the Results of library associations. I have the pleasure of introducing to you Miss Ahern, of Chicago, editor of PUBLIC LIBRARIES, the official organ of this association.

Miss Ahern gave a history of the development of the modern library movement as shown by the work of the different library associations, national, state, and local, and urged the spread of the public library movement and the accompanying library spirit, for the betterment of the mental and moral condition of any community.

The President: Three years hence there will be celebrated in Toledo the one hundredth anniversary of the admission of the state of Ohio into the Union. It is the purpose of the people of Ohio, and the five states comprising the great Northwest territory from which Ohio was formed, to commemorate this event by the greatest celebration that has ever been seen in this community. One of the greatest features of that exposition, one that was

*No manuscript of Mrs Avery's address was furnished.

not given the prominence it deserved at the World's Fair in Chicago, is to be the educational feature of the exposition. This particular part of the exposition for the state of Ohio has been placed in the hands of Mrs Kate B. Sherwood, of Toledo, a woman of tremendous energy, remarkable executive ability, one who is thoroughly alive to the possibilities of this occasion, and who will, with your assistance, make the educational feature of the Ohio exposition the greatest event that has ever occurred in American history. I could go on for an hour and tell you about Mrs Sherwood and about the work she proposes to do, but she can do it a great deal better than I, so I will not detain you longer, but will introduce to you Mrs Sherwood.

Educational features of the Ohio Centennial and Northwest Territory exposition

Mr President, Ladies and Gentlemen: Capt. Locke has certainly said some very kind words of me, but he said nothing of himself. I stand here to say that anything I have done would have been impossible in its realization had it not been for Capt Locke, who presides here this evening and is the representative of the press of Toledo and business interests in all educational matters; and his willingness to come to all sorts of meetings, and boards, has made it possible to carry out the plans that were projected early in the exposition work.

We have indeed planned great things for the coming exposition, and these plans have been made after studying the expositions in this country, beginning with the Centennial exposition of 1876, including the Columbian exposition, also the expositions of other countries: The Universal exposition at Paris in celebration of the fall of the Bastille, and others.

It has been well said by Capt. Locke that educational interests have never had the representation at any of these expositions that they ought to have had. If they do not have full representation at the coming exposition, it will be simply because those who ought

to be interested let the matter go by default.

The Ohio Centennial association has been formed on non-sectarian, non-political lines, bringing in the native born Americans, foreign born Americans, all nationalities, all grades, all classes of society; and in order to have adequate funds, because we have had no funds of any kind, not even to discharge the ordinary expenses, we have organized the Centennial carnival which is now in progress at the Armory, to which we hope we shall have a visit from you all before you leave the city.

First, we want to erect a great monumental building on the grounds as a memorial of the achievements of the men and women of Ohio and the Northwest territory of the century that has gone, bearing in mind always that what we have accomplished must be traced back to the memorable ordinance of 1787 in establishing free schools and securing for this Northwest territory freedom. This monumental building will be devoted to fine arts and history. As to the details, we have not decided; but in connection with it we want an educational building, devoted not only to exhibits from the schools, papers, etc., but we want a living school in practical operation, beginning with the kindergarten and going through the several grades, taking in manual training, domestic science, sewing, cooking, and drawing. We want a library in practical operation, with the open-shelf system. We feel that with these things on the ground, in connection with others that we have in mind, pertaining to philanthropy, benevolent work and charities, we shall have something well worth coming to see and study. We want an industrial exhibit; we want an exhibit of textile fabrics, works of all kind, no matter whether it is hand work or easel. We want to show the skill of trained workers; how to manage institutions of all kinds, and we want to show you how a real library should be conducted.

Now I have often regretted that we use the word library in our language.

I think, if we would adhere to the old Latin name—the Germans have it in their language—"bibliotek," that it would be much better. When we use the word library we think of a case, or something to enclose books in, not of a collection, cases of books themselves. I have a very dear uncle in Pennsylvania who has a fine collection of books in a fine case, which he locks up every time he takes out a book or puts away a book, lest some of the rest of the family, some of the children, might get hold of one and soil the pages or covers. Now other libraries have been conducted on that plan; for instance, the Congressional library at Washington. They kept the books under lock and key, and a few choice privileged persons, having a pass from members of Congress in Washington, or something of that kind, could go in and take a book down, visit a little while, then put it away and lock it up. Now libraries are not considered a collection of books to lock up and look at; they are to be circulated and put into the hands of the people.

I was very glad to see that you had a committee appointed to cooperate with us in the centennial work. There is no limit to what may be done except the limit we put upon it by inaction. There is nothing that can not be done by the men and women of Ohio; they have been getting ready for this. They have had their organizations of all kinds, their benevolent clubs, their study clubs, their suffrage clubs, their musical clubs, all kinds of clubs; they have been reading, studying, generating force; now the time has come when that force must be used, or it will endanger those who have been generating it; there will be an explosion and disintegration.

Now we can make it a mighty force for good, and nowhere can it be used better than in the state of Ohio and in this Northwest territory, here in Toledo and down at Bay View Park. Have you looked over the grounds at that point that juts out into the lake, which belong to the whole Northwest, and are

accessible by land and water from any point along the lakes, and from any of the great states which were formed from the Northwest territory? They will be your grounds; they belong to you, and there you can gather every year and occupy them. And each year you will add to their glory and their magnificence because of this one building built on the plan of that magnificent public library of Boston, where one organization will furnish a wall, another a stairway, another some other portion of the building; one organization will decorate a ceiling, another will put in a statue, or some magnificent work of art to perpetuate its history. One of our colored associations in Toledo will put in something to perpetuate the story of freedom; for instance, a painting by Ossawatimie Tanner, one of their race who has received medals from the French Salon, of Frederick Douglass on the platform, when he was standing with his face turned toward the South, despairing of the future of his people, and Sojourner Truth laid her hand on his shoulder and said, Frederick Douglass, is God dead? Then the Polish people. It is their intention to erect a statue of Pulaski, one of their race who helped us achieve national independence. We want to carry out the Thomas Jefferson idea, the idea which was nurtured by Washington, the idea which has been treasured by the great men of this country. If we can do this, make the educational features prominent, then we shall indeed have accomplished what we ought to accomplish as descendants of the great men and women of 1787. We hope we shall all work together for the good of the whole people, with unity in diversity, and to this end we ask your cooperation.

The President: I want to call attention to the fact that a session of this association will be held in this room tomorrow morning, and I want to urge you all to be here precisely at nine o'clock; there are a number of important matters to be brought up at this

meeting and I hope you will be here promptly. (Adjournment.)

Auditorium, Thursday, 9 a. m., August 10

The President: The first thing in order this morning will be the consideration of an amendment to the constitution that was offered at the meeting in Dayton last year, and according to the rules it should be acted on at this time; but in accordance with a suggestion of Miss Jones I will call for the report of the Nominating committee, which will be followed by the election of officers.

Miss Jones: The Nominating committee respectfully reports to the members of the Ohio library association that they recommend the following names:

For president, Charles Orr, Cleveland, librarian of the Case library.

First vice-president, E. O. Randall, trustee of the State library, Columbus.

Second vice-president, Dr Thomas White, president of the board of trustees of the Hamilton county library.

Third vice-president, Miss Duvall, Delaware, librarian of the Ohio Wesleyan university.

Secretary, Martha Mercer, librarian Mansfield public library.

Treasurer, Kittie W. Sherwood, of the Cincinnati library.

Additional member of the executive board, Robinson Locke, retiring president.

Mr Olney: I move that this report be received.

Motion put and carried. It was moved, seconded, and unanimously carried that the secretary cast the vote of the association.

Mr Smith: We will now listen to the resolution to be offered on hours of work in libraries. This resolution is the joint production of Miss Jones and myself:

The Ohio library association recognizes—

1 That library work in its higher grades is brain work, requiring the service of expert ability; and

2 That continuous study and preparation are absolutely necessary to render such service efficient;

It therefore recommends that the hours of service of those engaged in this class of library work be so shortened as, on the one hand, not to exhaust their mental and physical energies; and so as, on the other hand, to leave them ample time for such outside work as will enable them to maintain a high standard of efficiency.

I will simply say, by way of explanation, it was not thought best to recommend any specific number of hours for library work in its higher grades, especially in view of the fact that conditions in different cities are so widely different.

The President: You have heard the report, what is your pleasure in regard to it?

Mr Olney: I move that the resolution be adopted.

Motion seconded.

The President: Are there any remarks on this question?

Mr Olney: I will only say that I like the phrasing of that resolution very much. It brings to the minds of the various trustees in different parts of the state the fact clearly that there is a limit to brain workers' endurance, and that limit should not be reached. I feel that those who are doing the most efficient work in our libraries should not work up to that point where they are exhausted, and should have more time for recreation. I think the resolution is well phrased, and will meet the concurrence of the various boards of trustees in the state.

The motion to adopt the above resolution was put and unanimously carried.

The President: The amendments to the constitution will now be taken up. The amendment was presented to the association at the annual meeting last year at Dayton, and under the rules was laid over for one year for action to be taken upon it.

After considerable discussion the following revision was adopted.

1) The class of membership of the association be defined as follows:

a) **Active membership**—Any person officially connected as trustee, librarian, or assistant with any public, college, or other library of the state, or any person actively interested in library

work shall, upon payment of annual fee of 50 cents, be entitled to active membership in the association with right to vote.

b) **Club membership**—Any federated woman's club of the state shall, on payment of annual fee of 50 cents, be entitled to name from its number one delegate which shall have all privileges of active membership and be entitled to vote.

c) **Associate membership**—Any person not officially connected with any library may become an associate member by paying an annual fee of 50 cents, but shall not be entitled to vote.

d) **Active-associate membership**—Any active member of the association may, on payment of \$1 in addition to regular fee, become an active-associate member.

e) **Library membership**—Any public, college, or other library may, on payment of \$2 annual fees, become a member of the association and be entitled to send delegate with full powers of active membership.

The President: I desire to announce the committee on Institute and training, in accordance with the suggestion made in the report of the Extension committee yesterday: Mr Brett, Miss Doren, and Mr Crowell.

Mr Galbreath: I wish to make a statement here. Mrs Avery, in her paper last night, said that she wished the public library of Columbus were open to all the state. I wish to say that the State public library at Columbus is open to all parts of the state, and books will be sent to anyone upon the payment of the transportation.

Adjourned until eleven o'clock.

Session at Toledo public library

The President: The first thing will be a paper on the use of Reference books, by Mrs Virginia O. Rickey, formerly of the public library at Cleveland.

Use of reference books

Reference work in itself, unlike cataloging, classifying, and other technicalities of library work, cannot be taught. It must be learned, and it cannot be learned in a day, in a month, or in a year. It takes years of experience to reach a point where you can be sure of your ground; to reach a plane where you can know your books thoroughly, their strong points and their weak points; where you can meet a

question along certain lines of information and research by a prompt turning to the most natural sources of information sought, and these lines have a force and significance that is more than a thousand rules in themselves convey. For what librarian is there who cannot tell of the wasted hours in turning to the unnatural sources of information, in hurriedly turning from book to book without finding what is desired, in the vain hope that the information sought might be there?

In order to attain this promptness of wit, constant study of your books, what they contain, and their value in every direction is required. You cannot pick up a book of reference without learning something. Even with the standard works, with whose field and scope you think yourself fully acquainted, you will sometimes find revelations in the way of odd bits of information which are often difficult to reach. Nail these facts when you run across them—they will serve you many times.

The person engaged in reference work must possess a good stock of general information, a good knowledge of literature and general history, and added to this an ability to grasp and hold that which is acquired day by day in the contact with people who want to know and want you to help them to know; for in helping them you are constantly learning and gaining yourself facts that will serve you in many contingencies, for every fact unfolds some other fact.

In the smaller libraries, where the work of the reference librarian, assistant librarian, cataloger and accession clerk is all combined, is really the greatest opportunity for personal individual work with students in everything, and particularly in reference work. It is these people with their small stock of books, and of reference books, who can bring the most out of them and apparently have the least time for it. Ability to do this lies in the knowledge of books themselves, their strong points, their weak points, their field and scope, since reference work is so general in its char-

acter that it is impossible to say that this thing must be done in such a way and that thing must be done another way; the only thing is constant study, knowledge of the material which you have.

The indexes to periodicals constitute in the majority of libraries the main tool for workmanship. Taking up the Poole index, of which we have the four five-yearly supplements, the Annual literary index and the Cumulative index, so arranged that you will obtain your current references, every librarian in a small or in a large library should know the different methods of indexing in these two indexes. For instance, you should know that the Poole indexes more specifically; that it indexes under catch words; that it does not index under the author, but under subject and title, and that the Cumulative index indexes under author, subject, and title.

The librarian will see that if she wishes to save herself work, and the time of her attendants and the time of the public, she will check up the list of periodicals in the front of her Poole, in the Cumulative, and also check up the classified volumes, so that anybody seeing the index can know exactly just what bound periodicals are in the library and just what help they can expect to have.

The next general class of reference books are the dictionaries. In comparing the dictionaries you will find it valuable to take the following scheme of criticism, which will apply to any dictionary: 1) spelling, 2) pronunciation, 3) etymology, 6) definition, 5) special features, taking in illustrations, capitalization, geography and biography. With this special scheme of criticism in mind you can take any standard dictionaries and compare their differences as to quality and scope. The six, or perhaps seven dictionaries which we now have are: Webster's International, Ogilvie's Imperial, Worcester (out of date), Encyclopedic dictionary, the Century, the Murray, and the Standard. Of these the International, the Standard and the Century are the ones most used.

In the general encyclopedias, which

is the next general class of reference books, take the following scheme of criticism: 1) characteristics, 2) time, 3) field and scope, 4) maps, 5) illustrations, 6) portraits, 7) special features; 8) strong and weak points, including whether strong in history, biography, geography, politics, sciences and the fine arts. This would cover every point that would be of service to you in studying them and in using them, and it is important that the reference librarian, or the assistant doing reference work, should know whether they possess these points in a greater or less degree. Taking up one of the four of the general encyclopedias, which is the one thing best in the Britannica? As you must know, its special features are history, literary and scientific subjects; that it does not contain contemporary history; that you must not go here for the biography of any living man; you should not look for literature later than Scott; that in consulting it the index is of great value, and this is something that really very few people know, you are so apt to look in the body of the work instead of the index. The index is chronological, and so arranged that you can find so many points in it that you will not have to consult the body of the book, therefore it is of the greatest importance to learn the use of the index. You will know that the American cyclopedia is specially good for local history and geography; that it is not up to date; that it is supplemented by an annual cyclopedia, which is really not a cyclopedia, but a register of important events. It has excellent articles devoted to the annual affairs of every country. You will also note that the obituary matter in the annual cyclopedia is excellent, taking in every country.

The next general class of reference books are the Handbooks of general information. This is a very interesting class of books, and as there are sixteen of them, it is impossible to touch upon any of them. I will simply name a few of them hastily, so you can understand what kind of books they are: Brewer's

Handbook of references, plays and stories; Brewer's Dictionary of phrase and fable; Edward's Words, facts and phrases; Bent's Short sayings of great men; Frey's Sobriquets and nicknames; Wheeler's Who wrote it; Wheeler's Explanatory and pronouncing dictionary; Wagner's Names and their meaning and significance of names; Killikelly's Curious questions; Chamber's Book of days, etc. In studying books of this sort, the important thing to know is the index. Horace Benning has said: "I certainly think that the best book in the world would owe the most to a good index; and the worst book in the world, if it had but a single good thought in it might be kept alive by it"; and I think that every librarian who has spent many, many hours, perhaps days, in searching a book that has no index, or a very poor one, would say with Pope:

How index learning turns no student pale,
Yet holds the eel of science by the tail.

In your leisure moments, when the occasion is not pressing; when the public is not standing right at your side, anxiously waiting for you to find something for them, take these reference questions that you have at hand and turn to these books and see how many you can trace; find the weak points of the index, and you will find your labor is not lost.

The next class of general reference books are Handbooks of history. I will mention Brewer's Historic notebook, Laylor's Cyclopedia of political science, Larned's History for ready reference. If you have these books on your shelves you have a vast fund for information along that line, and as the books are all alphabetically arranged, you will find them very easy reference.

There is another class I would like to speak of briefly, and that is Registers and statistics. This is an exceedingly interesting class of books. In this you will find the almanacs. If you have the World or Statesman's yearbook, the United States Official register and the United States Official congressional directory, these four will cover sufficient

ground along this line, and their arrangement, with the exception of the United States Official register, is similar.

Another class is made up of atlases and gazetteers. The important points in an atlas are, 1) accuracy, 2) scale, 3) quantity and quality of matter, 4) engraving. These four points are important in choosing an atlas. If you have these four points you have a good atlas.

If reference books are not classified and arranged on the shelves with the other books, but are arranged alone, I would suggest this sort of arrangement for the dictionaries: 1) general biographical dictionaries; 2) national dictionaries, American, English, French, German, etc.; 3) books for certain purposes; 4) special class, etc. An arrangement such as this will facilitate the work of your catalogers and your assistant in the reference library.

There is an old Eastern proverb which reads, He that knows not, and knows not that he knows not, is a fool; shun him. He that knows not, and knows that he knows not, may be taught; teach him. He that knows, and knows not that he knows, is asleep; awake him. He that knows, and knows that he knows, is a king; follow him.

It seems to me that there is no branch of library work that so demands the knowing, and the knowing that we know, as does the reference work. The knowledge that is required is definite and specific, and, to be somewhat paradoxical, at the same time relative. There is no knowledge that requires such definite and specific information as relative knowledge, the knowing, and the knowing that we know, and in reference work this comes from the study of our books intelligently and carefully. We get from our work in proportion to that which we give to it, and thus serving in our work becomes a profit to us. In order to attain a proficiency in our work we must know, and know we know, and the only way to know is to be constantly studying, constantly looking for facts.

Trustees' section.

Joint sessions of the librarians and trustees, Toledo public library.

The President: It is a matter of congratulation and great encouragement to the workers in the library field to see so large an attendance here at this meeting of librarians and trustees. Unfortunately for some time past the trustees of the public libraries throughout the state have not taken the active, careful, and studious interest in the management of their libraries that they ought. It is now becoming very generally recognized that the successful library is the one where the trustees are not content with transacting merely the routine business, like paying bills, auditing accounts, etc., but where they go behind the counters and to the shelves; where they familiarize themselves with the workings of the reference room; where, in other words, they give intelligent assistance to the work, the practical work of the librarians and their assistants. We want more of that kind of interest. We want the trustees to feel that they themselves are a part, a very important part, of the library system. The work has been carried forward by means of library schools, summer schools, and specially prepared articles, to fit librarians and their assistants for the proper conduct of their business.

Unfortunately it oftentimes happens that the librarians are so progressive they realize the possibilities of their library work, and want to do things that would increase the efficiency of their library, but are hampered by lack of funds or lack of interest of the trustees. They go to the trustees and say: Here, we want to do so-and-so; we believe it will be for the best interest of the library to do so-and-so. The trustees not having acquainted themselves with the situation say: Oh, well, what's the use, we cannot afford it; put it off, it won't amount to anything anyhow, and the plan is dropped; whereas, if the trustees would come to these meet-

ings, and would listen to the discussions, they could be prepared to act intelligently upon the suggestions that are made by the librarian, with the result that the librarians and trustees would work together as one common harmonious whole. The trustee owes it, not only to the library, but he owes it to himself; he owes it to the taxpayers appointing him to this position, for the purpose of distributing the money that they are bound by law to distribute in support of the library, so that that money will do the greatest possible good. Now they may say, "We are doing all we can, our salary list amounts to so much, we spend so much for books, so much for incidental expenses." But he is not doing his duty by the mere expenditure of the money, because there are a thousand and one ways that librarians will suggest by which books may be taken off the shelves and put into circulation at practically no expense if the librarians are only permitted to do so by the trustees; therefore the proposition is clear that the trustee is not fulfilling his duty unless he knows enough about the workings of the library to act intelligently on the plans and methods the librarian may suggest. It is with the idea of impressing upon trustees the necessity of knowing all about the workings of the library that we have called this joint session of librarians and trustees; and we hope the librarians will tell the trustees what they want, wherein the trustees are deficient, and the trustees may give advice as to the conduct of the library. In this connection I would like to hear from Mr Brett.

Mr Brett (Cleveland): The functions of the board of trustees are more clearly defined as to some things than others, and there is a borderland in which the duties of the trustees and librarians lap over each other, as it were. The librarian does certain things very frequently which are nominally the duty of the trustees, but does them with their knowledge and consent, and acting for them. The executive work of the library is very clearly the function of the

librarian, and should not be undertaken at all by the trustees. Now, in the first place, the legislation which is secured for the establishment, maintenance, and control of the library is a matter which is clearly within the province of the board of trustees; the decisions as to the establishment of the library itself, the location of the house and the line of work which it shall undertake, which, of course, differs in different libraries and library work, is clearly the work of the trustees. All the librarian can have to do with it, is in an advisory way, a helpful way, assisting the trustees in carrying out what they desire. Planning the general work of the library very clearly is the work of the trustees; to make the rules under which the library shall work is the function of the trustees.

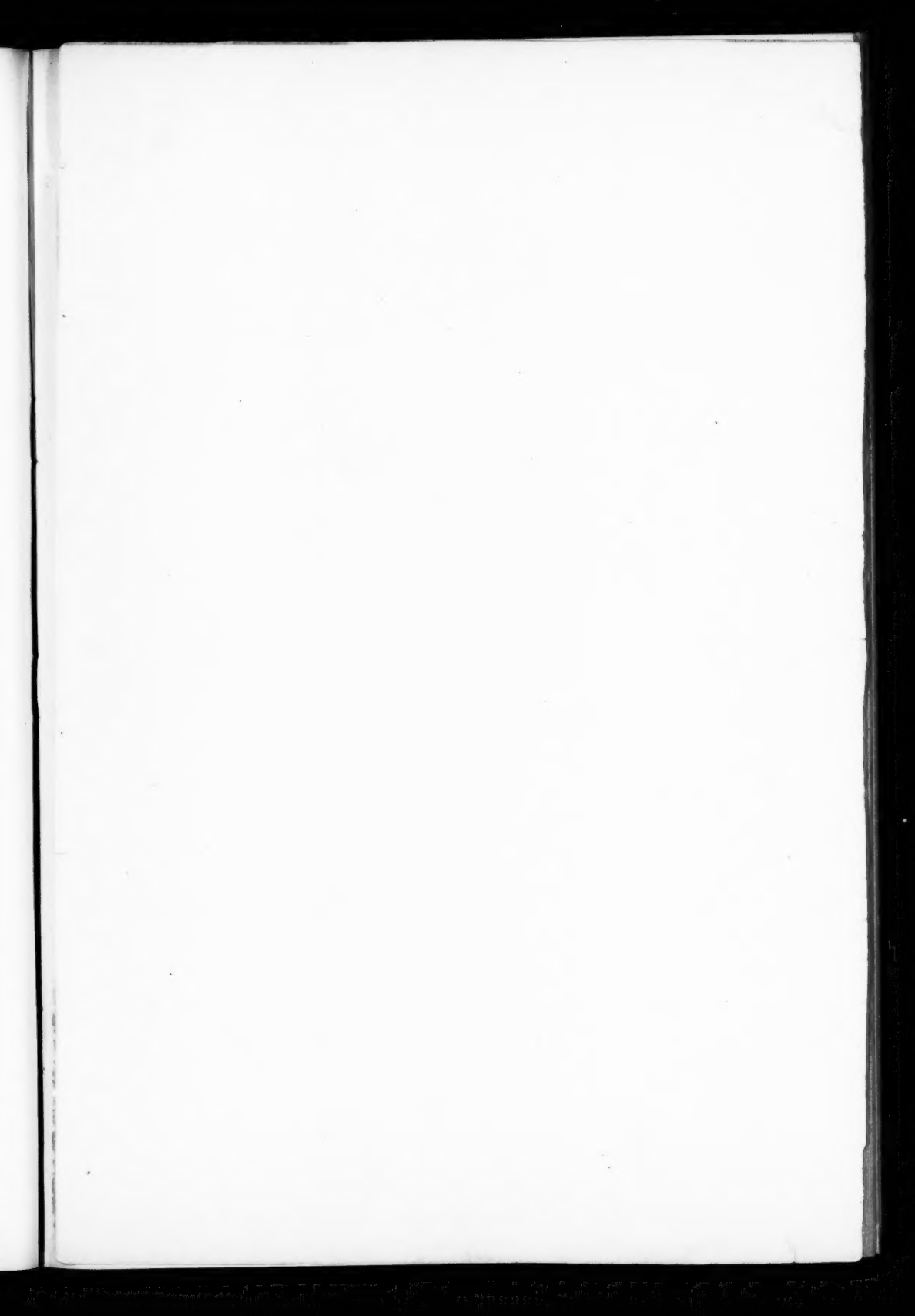
Then in the matter of details. It has appeared to me, particularly in the larger libraries, the matter of the details of the work of the library, the purchase of the books, the arrangement of the books, the arrangement of the room, the purchase of the necessary furniture, all of those important matters are things in which the library board, either directly or through its committees, may very well and certainly should, if they have the right librarian, consult with him, take his opinion, because they are the things in which expert opinion is desirable; they are the things which the library trustee whose work is in another direction, who can only give his leisure time, or the time which he takes from his own business usually, to the management of the affairs of the library, can hardly form an opinion from as full data as can the librarian whose business it is to study those matters.

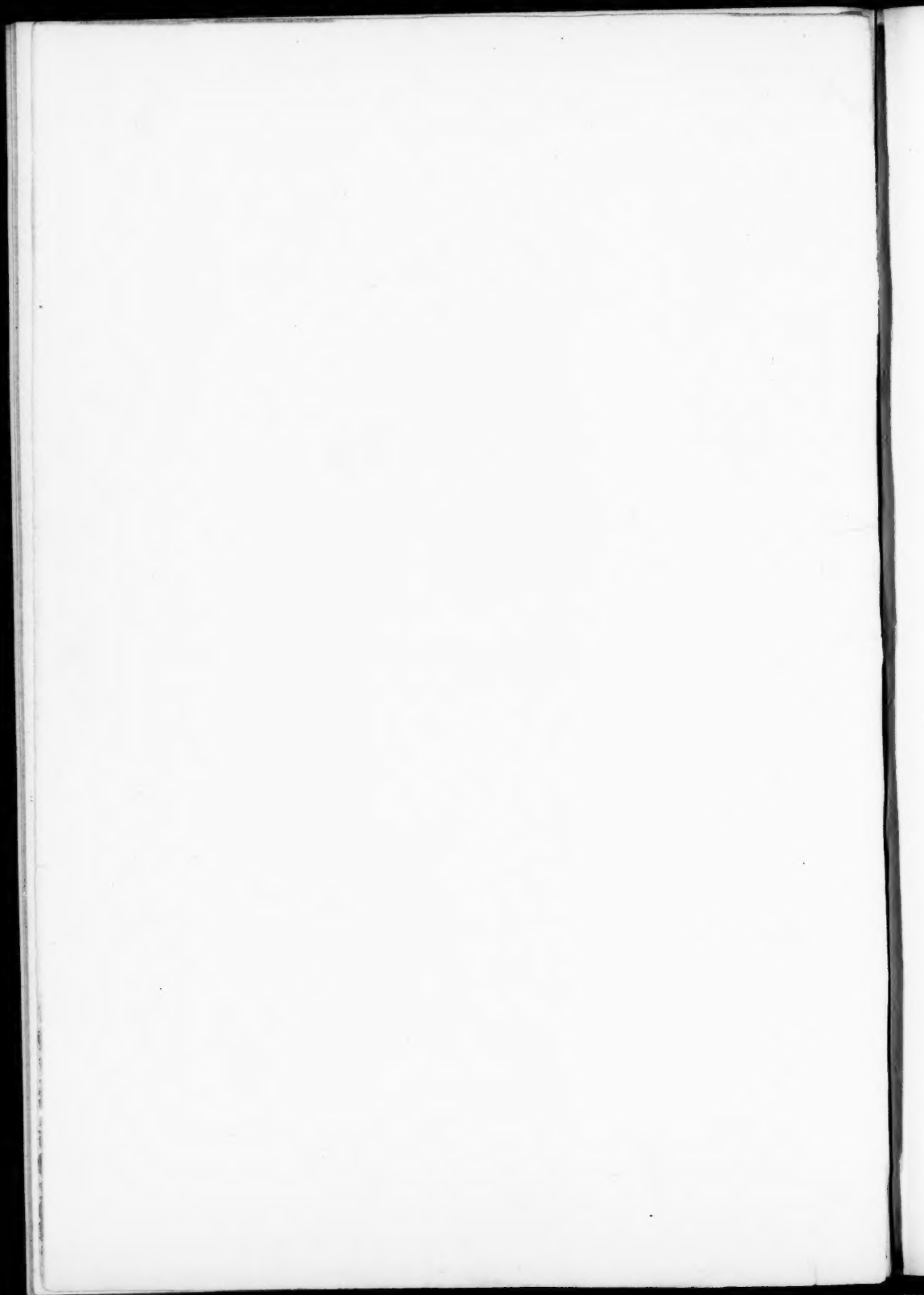
The matter is one which is difficult to handle sometimes. It is a question of division between the controlling function, legislating, deciding and directing which clearly adheres in the board, and the function of executing, which is the province of the librarian. These are not easy to separate by a hard and fast line always. There is no difficulty, however, where the interest of the library is the

controlling interest on both sides; where courtesy and good judgment prevail on both sides.

I think the essential thing is that all the records of the library should be clearly kept, and should be in such form as to enable every member of the board of trustees at any time, or the board as a whole, to obtain information as to what is being done; and to direct the general policy of the library so that they can be sure at any time that their directions are being carried out, that is, within the limits, leaving the librarian free, particularly in the details of the business. A trustee should not under any circumstances go into the library and give instructions to a subordinate, or attempt to perform the executive duties of the librarian. If there are any directions to be given in regard to the policy of the library, any direction to be given to any member of the force, they should be given by the librarian. Any interference on the part of the board of trustees or any member, or anybody else, lessens the ability of the librarian to carry on the business of the library; lessens his authority with the staff; and it seems to me it is prejudicial to good discipline in the library. It is necessary to have an executive officer, and the librarian is essentially the executive officer of the board, and the board should act through that executive officer.

Mr Parker (Elyria): I would like to say just a few words upon this subject of the relation of the librarian and the board of trustees. I speak from the standpoint of a trustee of a library, and I also speak after having had a great many years' experience in being a superintendent of schools under the direction of the board of education, or with the board of education under the direction of the superintendent of schools; the latter proposition is the correct one, and is the correct one in library work as in public school work. I believe the board of trustees the best qualified to do the work for any library in a place of the size of Elyria, 10,000 or less, is a board that is competent to select the best librarian possible,





and has the good common sense to leave largely in the hands of the librarian to suggest the books which shall go into the library and the manner of the distribution of the books, and the conduct of the library generally. It may be impossible at all times for boards of trustees to procure such librarians; in case they are not able to do it, and must take up with inexperienced persons who have not had an education in library work, the board of trustees must have a different duty to perform, and there may be a difference then in the relation between the two parties. But in these days of graduates from library schools, almost any library can secure some one who has had library training, and I think that should be done always where it is possible to procure a fund to pay such a person.

If you have a good board of trustees, you have a board made up of men that are busy men; broad-minded men, in the habit of thinking and acting; you have a class of men that have good judgment, good sense. When suggestions are made by the librarian as to improvements to be made in the library, or books to be purchased, or other things pertaining to the library, if the board of trustees are broad-minded men, they will rely on the recommendation of their librarian. I believe the librarian should know something about the finances of the library. I have heard librarians ask what the income of the library was. The librarian should know what the regular expenditures of the library are, so that she can know the number of books that can be purchased during the year. The library should also have a committee on books. I think the librarian is the proper person to suggest the books to be purchased. If you have a librarian that is not fitted to do that, the sooner you exchange her for one that is the sooner your library will prosper. She may be hard worked—a good many people are hard worked—but she must take the time to study the conditions of the community in which she lives, and to know the books that are needed

for the library for that particular community, as communities differ with respect to the class of books demanded, therefore she should be familiar with the conditions of the people, the needs of the people, and the requirements of the people, so far as the purchase of books is concerned. Some one from a small town said she had a board of 15. You might just as well get the whole city to decide upon books as a board of trustees of 15. You never can expect them to come to any agreement. A committee of one or two, not exceeding three, is sufficient to meet with the librarian, who should present a list of books. This committee should be composed of persons most likely to be posted on books. It is not hard to find one or two men who will keep fairly posted in regard to new books. We have some members in our board of trustees that I do not suppose get an opportunity to look at a book in a year. But where you have a well-posted man, he is a good man to confer with the librarian in regard to the purchase of books. I feel that this is one of the things that ought to be very carefully considered.

I think it is important that the proper kind of relation be established between the librarian and the board of trustees. The trustees should support the librarian, and give due deference to her opinions regarding books; and the librarian on the other hand should study her board of trustees in order to be able to secure their hearty coöperation. The librarian that can do that does the best work in any library; because if the librarian be an intelligent woman and studies the situation, she can secure their active assistance. It is extremely important that a friendly relation exist between the trustees and the librarian. The librarian should not antagonize the board. The person occupying the position of librarian wants to remember that policy may sometimes be used to good effect.

Mr Olney: Mr President, when I became a trustee of the public library at Cleveland, I made up my mind to be-

come as familiar as possible with the machinery in our great institution; so I called on Mr Brett, took him in my carriage and we went through thoroughly, first the central library, then into every branch, finding the needs in every one, and with the determination of supplying those needs just as far as possible. I think it would be very strange for a trustee to accept such an office without becoming so familiar with the library that he would not be able to answer any question that might be asked with regard to certain details; and yet, sir, not one of us in this work would for a moment take the work out of our efficient librarian's hands. We look to him for every suggestion; we look to him very certainly indeed to make the selection of the books; we look to him with regard to certain articles of furniture and the detail needs of the library.

Now sir, the trustees and the librarian should be in very close touch, and yet there are very few boards of trustees who are, as members, in close touch with the librarian; too many of them know so little of what is going on under the library rules. Now, sir, I am very glad we came out here to this library; it is a beautiful building. I will go home with several new ideas that have come to me since I came to Toledo.

First of all I think the library should be located in a part of the city where, so far as the streets are concerned, there will be approximate silence; where people may sit down in a reading room like this—and I have never been in so delightful a reading room for children as this, it is a revelation to me—where they can sit down and noiselessly read what they seek to read, and enjoy that which they come here to enjoy.

A trustee of a library should have some knowledge, it seems to me, Mr Chairman, of architecture, so that in the erection and equipping of a library building he may intelligently confer with the board. We are glad to be able to say to you that we are going to erect in Cleveland a beautiful library build-

ing. It is not a question of tomorrow or next month, but we hope it is a question of next year.

Last Monday night we held a session of the board of trustees, and on that evening it was our pleasure to adopt a report which was largely, if not entirely, the work of our librarian, Mr Brett, in respect to a library school in Cleveland. At present there is no good library school between Albany and Chicago; and some of us know how important it is that these young men and young women who aspire to be librarians should be graduates from a school, and when they receive their diploma they should be able to organize for themselves a library and conduct the same with their assistants.

We are endeavoring in Cleveland to be an up-to-date board of trustees, and I am sure that I shall be all the better able to serve in my position after returning from here.

Mr Crowell: We are working in a cause where there is no compensation given except the consciousness of work well done. Speaking from the standpoint of a trustee, I disagree with the opinion that has been expressed here, that no suggestion should come from the trustees to the librarian. Most of the trustees are men, some of leisure, most of them men of business, whose business carries them away from their own city; and if they have the interests of their library at heart they will certainly make it a point, as I do when I am in another city, to visit the public library and note how it is conducted. On what ground is it improper to suggest to your librarian that such and such things should be done? I do not mean to indicate in any way that it is my belief that the trustee should interfere in any way in the administration of the affairs of the library; but I wish to simply say that I think in making the distinction between the duties of the librarian and the trustees, it is the duty of the trustee to indicate the policy which shall be pursued by the librarian. And it seems to me that the trustee, if he finds anything in other

libraries that he knows they have not in his, it is perfectly proper, in fact, absolutely essential that the suggestion should be made to his own librarian, to the end that it may increase the usefulness of his own library.

I am connected with a railroad that runs into St. Louis, and my business frequently takes me there, and I have visited their public library. I think St. Louis has the best system for buying books of any I know of. The books for the St. Louis library are bought in this way. The librarian and each assistant librarian, having charge of any department, is called upon twice a month to give a written statement, of a page or two in length, giving her ideas upon what books shall be bought for the library, basing their views upon the reviews in the *Bookman*, or any other book of reviews, stating why such and such a book would be a good one to buy. Those slips are taken twice a month and corrected by the librarian, and studied, and the books that are deemed best for the library are recommended to the book committee, and these books are bought. It seems to me that it is one of the best methods for the trustees to adopt for the buying of books that I have known of anywhere in my travels.

Mr Wycoff (Sidney): In such questions as these what might be advisable to be done in cities would utterly fail if attempted to be carried out in the smaller towns; what might be done in some smaller town under certain circumstances might utterly fail in another one. I was appointed a member of the library board in Sidney about two years ago. It fell to my lot at that time to become one of three members of a board that would have charge of a library consisting of about 1400v. We had \$2000 or \$2500 available for the purchase of books. What to do with it, and what should be done in the management, were very grave questions that presented themselves to our minds at that time. We were utterly inexperienced in the matter of dealing with that subject. We had a librarian at that time

who was capable of dealing under the old system with the 1400 books, but it did not take us very long to discover that with the system we then had, she would not be able to deal with 2500 or 3000 books. She had no experience except such as she had gathered up in four or five years' practice, having been a teacher in the schools for a time, and drifting into library work. I felt, therefore, that an appalling weight of responsibility rested upon us. There was no person to whom we could go who had any experience in our place. I went to Dayton and called upon Miss Doren, the librarian of the Dayton library, and I had a revelation there—perhaps others have had the same. Miss Doren is very good about giving hints to anyone who calls upon her. I got a good deal of information from Miss Doren, Miss Crawford, and the other assistants, and Dr Conklin, a member of the board. We found that we would have to adopt new methods; and the question was as to how we should spend our money, whether we should get a foreign expert with skill and knowledge to come into our community and do this work for us, or whether we should take the material in our town and part of us. We came to the conclusion that if it were possible to do the latter it was the thing to do. So we set about to get a proper librarian, one whom we thought would be able to accomplish the work. Now I do not say that it is possible to do that in every town of four or five thousand people, and yet it does seem to me there ought to be found in every town of that size a capable person who has the culture that is required, and the tact—and that is a very great quality in coming in contact with the public—and who has the executive ability that is needed in a librarian. We did that; we succeeded in putting our library in running order, and in starting it very creditably with help from the Dayton library. We sent our new librarian away last year to take a six weeks' course, and she came home very much increased in her efficiency.

Now with reference to the relations existing between the librarian and the board of trustees. The ideal library trustee, I take it, is a man or woman who has culture, who has business judgment, and who has love of books, and they are to be found in towns of 10,000 surely. I know they are to be found in many towns of much less population than that.

My ideal library board is not a board of 15; it is not a board of 10 or 7. I think where you divide the responsibility around among so many people we can find it nowhere; we cannot locate it. A small board of three can confer with the librarian, they can read book reviews just as well as the librarian, they ought to have just as much time for that purpose as the librarian has. I think they fail to do their duty, having the means at hand, when they neglect to use those means for the interest of the library, and neglect to make suggestions to the librarian. That is their business. I think the board of trustees should be in close touch with the librarian, and any suggestion from the librarian to the trustees, or counter-suggestions from the trustees to the librarian, should be listened to; there ought to be no friction nor rivalry. I do not see how it is possible for rivalry to exist between trustees and librarian in the management of a library if they work in that close conference there should be, as to the needs of the library. That is the way we have been trying to work down at Sidney, and we have succeeded so there is no friction at all. We have a board of three, and I think that is as large as it ought to be. If there was something needed, and you would have to wait until 12 or 15 come to an agreement you never would succeed. We meet every two weeks regularly, and we have not in two years failed to have a quorum present for the transaction of business.

Dr White: The board of trustees should be to the librarian exactly as the executive committee of a corporation is to its general manager. A board of trustees who are nothing more than

figureheads, to audit the accounts and pay the bills is not my idea of an efficient board of trustees. They should be a sort of general manager; they should dominate the policy and the librarian should be the executive committee to put that policy into execution; there should certainly be no clash in the management. When we chose our librarian we wanted a thorough man, a man who understood his business, a man of executive ability. When it comes to a large city, executive ability is of the very first importance; if you get a librarian without it he will have trouble in his library. If you have only one or two employes, executive ability is not of such great importance; but if you have 30, 40 or 50 employes, and several delivery stations, all of these people have to be checked up, and it requires a man of both executive ability and considerable tact.

Miss Burrows (Springfield): I think every librarian ought to be very glad to have suggestions and criticisms from the board of trustees. I do not understand why anyone should object to such criticism, but I think they ought to be made to the librarian rather than to the assistant. Our board in Springfield consists of six members, all exceedingly busy men. The book committee is composed of two members, one a millionaire manufacturer. He carries a little book in his pocket, and if he runs across anything that he thinks would be desirable for the library he puts it down in this little book; the other is a lawyer, the third the librarian. I make out the lists every month. I always ask my assistants for any suggestions, then I submit the list to these two members of the book committee and they rarely correct it; they have that privilege, but they rarely cut it; sometimes they add something. Then if between board meetings I want a book on gas engines, David Harum, or anything else, I simply order it without reference to them. It seems to me this is a very satisfactory way.

Mr Brett: I would like to say a word or two more. I am glad to find myself so entirely in harmony with what has

been said by the trustees who have spoken. I think that the definition which Dr White, of the Cincinnati library board, gave of a board is almost exactly one which I would regard as a desirable one. I trust that Mr Crowell and the gentleman from Sidney did not infer from anything I said that I was objecting to suggestions from the board.

I think that the library board should dominate the policy of the library, should decide what the librarian should do, the general lines of his work, and direct him what is to be done in carrying out that policy, and then go as much further as possible. But as to the details, which the board cannot possibly give close attention to, these should be left with the librarian.

A member: I once visited a large smelting concern in one of the Western states, where there were 2000 men employed under the direction of a young man, superintendent of the works, a graduate of the university of Virginia, a man of great ability. He had charge of the great works, directed the policy, controlled absolutely what they should do, what should be done with the product; but when it came to the technical part of the work he did not know anything about that—that was in the hands of a superintendent. This young man recognized that it was a part of wisdom not to interfere with the actual operations of that great works; that was absolutely in the hands of a superintendent. Now that may be an extreme parallel, but it seems to me it is really a parallel case, or very nearly parallel.

I believe that every movement of the library in all its functions as far as possible should be directed by the joint thought of the board and the librarian; that they should cooperate in the whole of the work. I should feel I was doing a very unwise thing if I were to act in any manner with reference to our library without first consulting and having the approval of the librarian. I would always have her mind upon how the success of the library management may be increased, how new ave-

nues might be opened up, how new buildings, for that matter, might be put up. In anything of that kind, it seems to me, it is the duty of the board to listen to the suggestions of the librarian.

On motion of Mr Parker the following resolution was unanimously adopted:

Resolved, that the paper read by Mr Orr before this association be published as a pamphlet for the use of the committee on Library extension, subject to such changes as Mr Orr may see fit to make.

(Adjourned.)

Hotel Victory, Put-in-Bay, Ohio, Aug. 11, 1899

The President: The first thing that I will call up this morning will be a report of the committee on Time and place of next meeting.

Miss Jones: Mr President, your committee asked yesterday that the report be postponed until today in order to have a consultation with the Executive committee of next year. The two committees met in consultation this morning. The first point taken under consideration was, what is the main principle to be considered in selecting a place of meeting of this association—whether or not we should consider ourselves a missionary board going out over the state endeavoring to stir up the interest of the different portions of the state by our very presence, and in that way influence the community in which we meet; or whether we should consider that we were individual librarians, and to consider the question of gathering together the largest attendance at such an association meeting? There was a full discussion of this question. It was finally decided by the committee, in the words of Miss Warner, one of the members, that the librarian is the important thing; so it seemed more necessary for us to work for a larger attendance at the association, and under such favorable circumstances that the people would go home filled with the memory of the association they had just attended, with the earnest determination to go next year. With that principle in mind we next considered the time of meeting. Every-

thing in this world is dependent upon something else. I think we have all found we cannot live for ourselves alone, and the same thing is true of state associations as well as individuals. Therefore we had to consider the time of the meeting of the American Library Association, which meets next June in Montreal, and followed by a long post conference excursion. The librarians attending that meeting would scarcely feel like coming home and immediately going to the state association; so it seemed best to put this meeting of the state association at some little distance in time from the meeting of the American association. It seemed best to recommend to the association that the next meeting of the Ohio library association be held the first or second week in October, not earlier than the first week and not later than the second week.

The question of time of course affected the locality. If we were to meet in October we certainly would not want to come to Put-in-Bay; that is also true of the whole of the northern part of the state; we would not want to come to any of the lake towns. Then shall we go to the central part of the state or to the southern part of the state? The fact there was in the central part of the state a very desirable place for meeting, a place comparatively easy of access, a place with good hotel accommodations, was considered by your committee, and I want to say here that the hotel accommodations is a very important thing to consider. You take the members and put them in a stuffy hotel and they will not have much enthusiasm left. There seemed to be good reason for considering Zanesville seriously; so the advantages and disadvantages of Zanesville as a place of meeting were taken up. In the first place we decided that the association would not expect any special, any local attention; we were old enough now to attend to our own affairs, simply go where we wanted to and look after our own entertainment; we did not have to consider whether

there was anyone at Zanesville ready to meet us at the cars. Then we began to consider what we could have at Zanesville. We decided that we must have good hotel accommodations. The fact that some of the state political conventions have been held there we thought would indicate that the State library association could probably find good accommodations in that way and that we could have good rooms for our meetings. And then, whether or not there would be any chance for recreation. Zanesville is a very interesting place in this respect. There is one of the largest potteries there in the world that would be interesting to visit. Then it is on the Muskingum river, which is one of the most beautiful rivers in the interior portion of the state. If we wanted to arrange for a boat ride we would have a most beautiful route between those hills, just when the autumn is coloring the leaves.

So, taking all these points into consideration, your committee wishes to respectfully report to the association that we would recommend as a place of meeting for the next Ohio library association Zanesville, and the time, the first or second week in October, 1900.

On motion, duly seconded, the report of the committee on Time and place of meeting was unanimously adopted.

Mr Brett: I want to move an amendment to the constitution. I wish to move that the section of the constitution which provides for a member of the executive board in addition to the officers of the association, shall read so that the retiring president shall be that member of the executive board, and if this is seconded, and meets the pleasure of the association, I would like permission to present it to the secretary and to have it incorporated in proper form in the record. I understand it should be voted on at this time and then go over until next year for a second vote?

Motion carried.

The President: I would like to hear from Mr Brett at this time regarding the course of lectures.

Mr Brett: They were arranged, not with any view of giving library training in the brief time allotted, but to indicate what library training is, the high value of it and the way to get it, and its relations to the association. In our discussions in the executive board one of the ideas was, that by establishing this course of lectures, not with a view of supplying elementary work or giving any attention to elementary work, it would leave the regular sessions to be occupied by the proper library interests. I regard these lectures as tentative. One of the questions we should consider is whether it is worth while to continue them. I regret very much that the crowded condition of the program necessitated the postponement of the lectures that were to be given in the early meetings to this session, leaving insufficient time, since it does not permit those who have prepared for these lectures to do themselves or their subjects justice.

The President: The first lecture in the series will be by Miss Wood of the Cincinnati public library.

Charging systems

The loan desk is the librarian's greatest opportunity, and upon its management depends in a very large degree the usefulness of the library in the community. It is the point of contact between the librarian and the public, and if the service is not intelligent and prompt there is trouble immediately. Problems are inevitable, but by a little careful thought many may be solved beforehand. Every successful business house has a well-defined method of keeping its accounts. The charging system is the bookkeeping system of the library, and should be studied with reference to the character, size, and circulation of the library, its probable growth, and the nature of its patrons. The best system is the one that secures the safety of the books and the necessary statistics with the least expenditure of time and labor on the part of reader and clerk.

Three distinct records may be kept,

the book record, the reader's record, and the time record; any library may keep one or all of them.

The Book record answers the questions: Where is the book? Who has it? When is it due? It will be readily seen that this is the essential record in a college library, where one book is used by many students and often has to be called in quickly.

The Reader's record answers the questions: How many and what books has a reader at a given time? This record is desirable in school libraries when an attempt is made to guide the reading of the pupils. It is the record kept by all the mercantile libraries in the country, because of the limit placed upon the number of books to be drawn out on one subscription.

The Time record answers the questions: What books are out at a given time, and what books are due? In a public library the time record is indispensable and is often the only one kept, because readers are not reliable.

These records may be kept in one of three ways: in a ledger; on temporary slips; on permanent cards.

The ledger has been discarded by most librarians as cumbersome and undesirable, but many use temporary slips.

Permanent cards to represent the books cost but a trifle more in the beginning, and enable the librarian to keep a history of each book. There are numerous little ways in which the permanent card is an advantage over the temporary slip, and it is generally considered the best form in which to keep the record.

As this paper is specially for the public librarian, two systems will be taken up that keep a time record on permanent cards

1 The Browne system. This system was invented by Nina E. Browne. The peculiar feature is, that the reader has a pocket instead of a card.

The advantages of the Browne system are: 1) economy; 2) accuracy; 3) reader is not troubled with a card; 4) fine notices may be sent out without referring to the register.

On the other hand, there is danger of separating the card and pocket, or of putting cards into the wrong pockets, and renewals may be repeated indefinitely. But the most serious defect lies in the fact that the reader must wait for his pocket to be found in the file if he wishes to draw another book. If any mistake has been made in the charge, the matter must be adjusted in the presence of the borrower. This is annoying both to the reader and the librarian. When the circulation of the library becomes large, or if certain hours of the day are very busy, speed in the discharge of the books is imperative.

No perfect system has yet been devised, but at present the Newark seems to be in the highest favor for a public library, large or small.

In this system the necessary materials are reader cards; book cards, different colors to represent different classes; book pockets; dating slips; rubber stamps and tray for filing the book cards.

Registration. Cards are given to applicants with great freedom, guarantees being required only for children and for adults without known residence. It is a good plan to limit the cards to two years or longer as the librarian sees fit.

Issue. In issuing a book a good formula to remember is "Stamp due date three times and write reader's number once." The due date must be stamped on the dating slip in the book, on the reader's card and on the book card, and the reader's number written, on the book card. The book cards are tossed into a basket to be arranged later, counted for statistics, and filed in the tray under due date by call number.

Return. The date of return is stamped on the reader's card, the fine, if any, collected, and the card returned to the reader. Later the clerk may find the book card in the tray from the date on the dating slip, and place it in the book pocket.

To sum up, the Newark system is desirable, because the reader is not detained until the book is fully discharged; any number of attendants may give out books at the same time; puzzles may be solved at odd moments and not while the reader waits; statistics are easily kept, and from the book card the librarian may learn just how popular a book is and who has had it.

However, there are certain things that must be looked out for. 1) See that the stamps are set carefully each day, using the *due date*, not the date of issue. In setting stamps two weeks ahead holidays are sometimes overlooked. 2) Be sure to copy the reader's number correctly, and make the figures clear and plain. Incorrect figures make trouble in sending out overdue notices. 3) In discharging put the right card into the right book. It is an excellent plan to examine the books before they go back on the shelves and see that they have their own cards in them. 4) Have the reader's card and the book card the same size, so that both fit into the book pocket.

All that has gone before has to do purely with the machinery of charging, but there are several other very important points to be considered. Every librarian who has the true library spirit wishes to increase and improve the circulation. People will not call for books unless they know what the library contains. The card catalog, special lists and picture bulletins, posted from time to time, give them this information, while access to the shelves brings them in direct contact with the books themselves. Then, too, even the small library may reach out and establish stations and traveling libraries.

The two-book system allows the fiction reader to draw a more serious work without depriving him of his novel, and is a great help to students and club women.

And above all, alert, well-informed attendants, who are able to understand the desires of the reader, and to suggest good reading that will suit the individual taste, are absolutely essential.

A few lines written by one who knows whereof she speaks will give some idea of the daily demand upon the desk assistant, and the requirements needful in this position:

To the wisdom of the serpent add the dove's demeanor mild;
Hide the politician's tactics 'neath the meekness of a child;
Be all things unto all persons, and to some be two or three;
Have the air, "Some might be baffled, but there's nothing puzzles me."

Be acquainted with the history of nations near and far;
Know their population, industries, and who their rulers are.
Know all the best authorities on zo and sociology,
On physics, chess, mechanics, taxidermy, toxicology,
On woman's rights and logic, on golf and brewing beer,
With a thousand other subjects there's no time to mention here.

Know all the works of fiction from the time when Mother Eve's
"Snakes I've met; or, Why we ate it," filled three volumes of fig-leaves.
Be informed on current topics and those that aren't current;
Know why things that are are as they are, and why the others weren't.

If these conditions you fulfill, and then have laid away
A little store of extra facts against a rainy day,
If all these things you are, I say, and sure are lacking nary'un,
Then some day you may hope to be a really good librarian.

Classification

Alice S. Tyler, Cleveland public library.

In this series of lectures, which are entirely experimental, the arrangement of subjects would probably have better been in logical order, that is, in the same order in which we would treat the book, but it was not possible to arrange the program in just that way. The four topics that we have for this morning are extremely practical ones: Accessioning, classifying, shelf-listing, and cataloging; and we had thought in talking it over it would probably be better to discuss the subject of classifying first in this series. If there are any trustees here who have not gone over these subjects, it would be a very

gratifying result of having treated them in this way if we can convince these trustees that it takes time to do these things. It is a slow process to prepare a book for circulation. We may say that over and over, and the trustees believe it, and still they wonder what we are doing all the time in the cataloging department. So I feel that this is an opportunity to justify our work to the trustees.

There will be no attempt on my part to take up and compare the different principles of classification. The subject is a very large one, and one which properly belongs to library schools. The fundamental principles of classification are those which belong to the scientist and the metaphysician, and I could not, of course, treat those, nor do I think that it would be interesting to those who are here this morning.

What is classification? It is simply the grouping of things which are similar and the arrangement of these groups into a system, such as we see exemplified in the more familiar sciences: Botany, geology, zoölogy, etc. When the librarian is confronted with a motley collection of books without order or arrangement, he must of necessity adopt or devise some scheme by which these books may be put into some systematic order on the shelves. Usually the arrangement is by subject; it seems the natural arrangement, though sometimes books are arranged by the form of literature, as poetry, fiction or drama; and sometimes in former years in order of accession, or by size, or even by the style of binding.

This arrangement on the shelves, and the manner of marking the groups—which we call the notation—must precede the other important work of library organization, viz.: shelf-listing and cataloging, and for a new library it is the one question that must be decided early. What system of classification shall be used?

In the early years of library development in the United States, every enthusiastic librarian seemed to feel that he had been called to "wrestle" with this

problem, and that his system of classification would certainly definitely settle the whole problem; scheme after scheme was exploited in the Library journal, and we probably owe to this very general discussion many of the good features recognized in the best systems today. It would be impossible even to attempt to name the many schemes which have been fully or partially developed. See Mr Kephart's report in Papers prepared for World's Library congress.

It is probably a safe statement to make, that for a new library the choice is wisely narrowed down to a decision between these two systems: Dewey decimal and Cutter expansive. Even yet, however, an occasional trustee indulges in the delusion that he or the librarian can singly or together devise a scheme of classification that will be better suited to the local needs than any yet devised. But to quote from Mr Dewey: It is vastly wiser for any man, whose time is of value, to use it in something more practically useful to himself and his library than in trying to construct a satisfactory scheme of classification. No one ever wholly suited himself or anyone else, and probably no one ever will. By adopting a scheme already worked out he saves much time and money, gains the immense advantage of using a system in common with hundreds of others, so that he may utilize their labors and investigations, and share with them the economies of co-operation.

Without attempting any discussion of the merits of the two systems, we may safely assume that the decision is for the Dewey decimal classification, on account of its more general use, and your partial familiarity with it. It has been difficult to find a brief and concise statement of the Cutter expansive classification, but I find in the new Library primer an apparently clear and brief statement of it to which I refer you.

By the expression here this morning, I think we may safely assume that we are talking to librarians who use the

Dewey system. I would not presume to decide between the two systems, not being familiar enough with the Cutter to be able to make fine distinctions, but will assume we have decided on a system of classification, and we quote from Mr Cutter: We must not expect too much from classification. It will never enable us to do away with either the author or subject catalog. . . . But within the proper limits of its work, and in connection with the catalog, classification is of the greatest value as one of the keys that unlocks the treasure house of knowledge. However well a librarian may know the position of his books, however independent he may be of catalog and classification, when he dies or resigns he will take away his knowledge with him. There is no way in which he can transmit part of it to his successor so quickly and so successfully as by leaving his books well classified.

All are doubtless familiar with the general plan of the Decimal classification. It is based upon an arbitrary division of the field of knowledge into 10 main classes numbered by the digits one to nine, and nought (0) for general works. Theoretically the division of every subject into just 10 heads is absurd, but practically it is desirable that classification be as minute as possible, and the decimal principle on which the scheme hinges allows 10 divisions as readily as a less number. Mr Dewey says, in reply to questions regarding modifications of the D. C.: Would transpose classes 4 and 9 so as to bring sociology and history, philology and literature together. We should also make some minor changes if it were possible to start anew, but it is clearly vastly better to use it as now than to sacrifice the great gain that comes from using a system in common with several hundred libraries. Mr Dewey also in his introduction cautions the inexperienced user against attempting to improve the scheme by slight changes. It seems a simple matter to put a topic a line higher

or lower, but the symmetry is destroyed and the one change in some cases may affect 100 different entries in the index which one is never sure of having corrected. Anyone who has used a modified Dewey will realize the truth of this. Hence I say, use the Dewey with no modifications as to details except where new subjects arise for which you are compelled to annotate; then place with some general head with which it is closely related, or add a decimal place under its related general head. This I say, not because the decimal system is above criticism, but because it brings with it so many serious consequences, and plunges us into numberless complications which follow from a slight change which we think will help our classification. This would not, however, prevent the adoption of some general variations which do not affect the relation of one part of the classification to another, and which commend themselves for various reasons; some of these which can be recommended are: 1) Omit class number for fiction, arranging alphabetically by author, which may or may not be indicated by Cutter book number; 2) substitute J for class number in juvenile fiction, and use Cutter book number. 3) Prefix lower case j to class number for books suited to the children. They can be shelved separately, or at the end of each class number, or arranged on the shelves with the other books; but the small letter j will at once indicate to you as you glance at the shelves that this book is suited to children's use. 4) Substitute the letter B for class no. 920-928, biography, and arrange alphabetically by the persons written about, indicating the biographee by Cutter book number. These modifications in no way affect the classification, in no way affect the relation of one number of the classification to another, and consequently it seems to me unquestionably the thing to do, to shorten these numbers.

In classifying there are a few general principles which we should always bear in mind: 1) Grasp the final purpose and

intention of the author in writing the book; 2) as the titles of books are often misleading, do not trust to the title-page alone, but examine table of contents, heads of chapters, reference book, book reviews, and if still in doubt read it, or put it aside as "under consideration"; 3) if very technical, consult a specialist whose familiarity with the subject will enable him to show you the distinction to be drawn between two possible numbers, and where the book will be of most use. Those of you who have classified will appreciate this, and the shelf labeled "under consideration" is usually pretty well filled.

After your books are classified as to subject-matter, a secondary arrangement must be provided for on the shelves. You have several books on the same subject, all bearing the same class number, and these must be differentiated in some manner. This is best done by Cutter book numbers, which have been carefully arranged in a table called the Cutter author table. The later and enlarged edition, called the Alphabetic order table, has been worked out more elaborately by Miss Sanborn, and is intended for large libraries. By their use an alphabetical arrangement of author under each subject is secured by simply looking up the name of the author in this very detailed and admirable scheme, and transferring the number there given to the book under consideration under the class number; the two numbers together make the call number.

In shelving the books an exact numerical arrangement by call number would seem to commend itself. However, this should be modified to meet the requirements of the public and the staff. Books most used should be shelved nearest the desk and counter, if access to shelves is not permitted and those which are taken out of the regular classification, such as fiction, juvenile fiction, biography, etc., can be shelved where most convenient. The more nearly to an exact numerical arrangement, other things being consid-

ered, the more easily both staff and borrower will be able to find the books. With the definite thought before us that the public library exists for the good of the people to whom it belongs, it can be made to serve them best by revealing in the simplest and promptest manner possible the contents of the library.

It is also well to remember that no matter how tactful or helpful the attendant may be at the immediate point of contact, she will not overcome poor conditions which lie back of this. Hence I wish to emphasize the importance, nay the absolute necessity of careful technical work in all that precedes the issue of the book to the borrower, in the accessioning, classifying, shelving and cataloging. If your books are not in an orderly and systematic arrangement on the shelves, and there is delay and search when a book is wanted, the borrower is annoyed and considers the assistant probably inefficient, while the classification or shelf arrangement may be the weak point. But the classification cannot do more than locate the book, and by its notation give the subject, thus putting books on the same subject together. This is, after all, the real need we have of classification.

A member: Regarding the books on the Spanish-American war, what would you do with such books as that?

Miss Crawford: My understanding of the interpretation of the D. C. as to the rule of wars is, to put them with the country invaded, except in regard to the United States. There it is more convenient to put them with United States history. Instead of putting books on Mexican war in 972, Mexican history, they are put with United States history, being more practical for librarians using the D. C. I have simply carried that interpretation a little further in putting the books on the Spanish war in 973.8.

Miss Tyler: If anyone here who uses this system has a suggestion about the X-ray books, we would like to hear from them. It is an exceedingly interesting

subject, because it has been developed since our last meeting. Miss Ahern, can you give a suggestion?

Miss Ahern: In this case I should make no exception to the general rule about books. In small libraries I would put them where they can be found most easily by the people calling for them most frequently. If the physicians use the X-ray books the most, put them on the shelves the physicians use; if lecturers, scientists, chemists, use them most, put them where these people will find them most readily. There is no hard and fast rule that we can lay down for the subject. The general rule is to put the books where they will be most useful.

Mr Finney: I wish to supplement Miss Ahern's remarks by stating our experience at Ann Arbor. We came up against that question. We had been putting X-rays in 530 in a general way, waiting for developments; however, our professors disagreed on that matter. We asked the professor on electricity, and he said, of course it belonged with electricity; the professor on therapeutics, to the medical books. We finally agreed to put it with light.

Miss Tyler: I want to call attention to the Cutter Author tables, if any of you care to examine them, if you have not done so. Here are copies of the small table that was first in use, and then two larger schemes since developed. It will be interesting to examine them.

Miss Colburn: I notice a little handbook that has been put out by the Extension committee, and of which I knew nothing at the time, although it has my name attached to it. In justification I wish to say I would not recommend the old Cutter tables. The facts that are in that are from the Wisconsin Bureau, before the new Cutter-Sanborn was out. I would not recommend these old tables to libraries just starting.

Miss Ahern: Would you recommend the Cutter-Sanborn for a library with a small number of books?

Miss Colburn: For some things, say bibliography, I think they are very useful.

Shelf-list

Esther Crawford, head cataloger Dayton public library

Mr President: In this lecture I shall include both shelf-list and inventory which naturally go together.

What is a shelf-list? It is a list of all the books in the library arranged in exactly the order in which those books are classified and should stand on the shelves.

What are its uses? 1) As a check-list for inventory or stock-taking. 2) As a check-list for assigning book numbers to new books to prevent duplication of the call number. 3) As a brief subject catalog of books, generally for official use only; but it may be used by or for the public as a substitute for the subject catalog with the classification index. 4) As a help in classifying new books; that is, if you have a book which may well be classified under one, two, three or four subjects, consult your shelf-list to see what you have done in the past with similar books and put this book with that group, instead of another class, away from the books with which it is related. 5) As a guide in book-purchase to learn the existing scope of the library in any one class before buying.

What are the various forms of shelf-lists? 1) Bound volumes. 2) Sheets; that is, one sheet for each class or for each three or four classes, if your library is not large nor likely to grow rapidly. 3) Cards; one for each work.

What are the relative values of the three forms? In order to estimate their value I have selected the following criteria: 1) economy in making shelf-list; 2) convenience in using shelf-list; 3) its compactness; 4) its completeness to date; 5) accuracy of statement; 6) the growth in any given class in a specified time; 7) danger from loss or misplacement in any part of the record.

Applying these criteria to the various forms, we shall try to find the form justified by them.

The bound volume; it is usable only with books arranged in fixed location. In the evolution of the shelf-list, to fol-

low the evolution in classifying and shelving books, the bound volume has been replaced by sheets and the sheets are gradually being replaced by cards.

For the relative location of books, the problem is reduced to the question of sheets vs. cards:

1) Economy in making the shelf-list. If all the work is done by hand or typewriter, the sheets and cards are about equally easy to write. If done by hectograph or other duplicating process, the card is immeasurably more economic, requiring only the time necessary to lay it down on the hectograph and take it up again.

2) Convenience in use. Sheets and cards are about equal. Each may be carried to the shelves with equal ease in taking inventory. If the cards are kept in single trays they have the advantage of always being in order, while sheets rarely express the exact order for the books which are added since the original writing. Furthermore, missing books can more easily be noted in cards than in sheets, by standing cards on end, rendering them conspicuous, where sheets would require turning for place and running down the pencil checks.

3) Compactness. Sheets have the advantage.

4) Completeness to date. Sheets, however well planned, will fill up in the various classes and require rewriting, first for one class, then another, the frequency for each varying according to the growth of the library. Every rewriting adds to the work of the library force. Cards once made never need to be rewritten. They always fit into their correct relative location at once, no matter how many books are added in a given class. Hence the manifest economy of cards both in time and in stock used.

5) Growth of the library in any given class in a specified time. Sheets have the advantage in being able to show this at a glance until rewritten, when they show growth only after that time. Cards can be made to tell this growth by running through the collection in a

given class, having in mind the accession number which marks the limit of the old growth and observing what new accession numbers occur on each card. The Dayton public library obviates this by having its accession book made with tabulated footings showing the number of volumes added to the various great classes from page to page.

6) Accuracy in statement. Cards have the decided advantage, for, in the frequent rewritings necessary with sheets, it is almost impossible to avoid making an occasional error or omission which will seriously vitiate the value of your shelf-list as an inventory guide. With the duplicating process the danger of error in cards becomes nothing, if the original catalog card is correct.

7) The danger of loss or misplacement of parts of the record. Sheets are popularly supposed to have an advantage over cards, as being too large to be easily lost or misplaced. Of course any loss whatever would be an extremely serious thing in the inventory record; but from personal trial of the matter I am convinced that, with due care, the danger of losing cards is more a bugaboo than a reality.

Conclusions: In each of the seven criteria for deciding value, cards have an equal or added advantage compared with sheets, except in respect to compactness. This is such a very minor matter when weighed against economy of time and stock, accuracy and ease of use, that I can safely advise a librarian never to use anything but cards in a shelf-list. In fact, in reclassifying an old library, while the books are still in circulation, it is absolutely impossible to use sheets during the process.

What items are included on a shelf-list record? 1) Author's surname, with initials only when needed to distinguish from a similar name in the same class; 2) briefest possible form of title taken from title-page; 3) no imprint; 4) class number, book number, and copy number always; 5) accession number always, as a final identification in case of error or omission in book number, volume, or copy number.

Most excellent samples and rules for a shelf-list, both on sheets and cards, will be found in Simplified library school rules published in vol. 4 of Library notes, 1898, costing \$1.

Stock taking or inventory, the natural cause of a shelf-list, is the locating or accounting for each volume ever owned by the library. What is its use? 1) The discovery of lost books. 2) The discovery of misplaced books. 3) The discovery of mistaken markings on books.

How frequently should an inventory be taken? It may be taken once a year; it may be continuous; in many large libraries it is taken only at long intervals.

What are the best methods of invoicing? 1) Messengers revise the shelves before beginning invoice. They should be directed to return all the books coming in during the inventory period to some designated place for invoice stamp. 2) Two people should work together, one reading the shelves and stamping each volume there with the invoice date, the other reading the shelf-list. 3) Read from the shelves to the shelf-list, taking the books in order as found on the shelves, after messenger has revised the arrangement. 4) Books having mistakes in their numbering are laid out. 5) Missing books are indicated in the shelf-list either by checking sheet with leadpencil, or by turning cards on end. 6) After finishing the shelves of any one class, before taking up the next class, go at once to the loan desk and return shelves and stamp off any of those indicated as not found at the shelves. Do not count a book regular in circulation as invoiced until the book is returned and is stamped. 7) In case other records are kept, e. g., books at the bindery, compare with these and check the book to be returned for invoice. 8) Occasionally afterward, go over the shelves for any books which have been returned by oversight or otherwise without being stamped for invoice. 9) After a stated time, e. g., six weeks, make a separate list of books still missing. Keep up the

occasional comparison with the shelves, circulation record, and delinquent record until the end of the year, when the books still missing may be marked as "Lost." 10) If you do not stamp books with invoice date, you may check up your shelf-list as "Book accounted for," for such books as you find a record of in circulation, bindery, or any other record of books out. However, this neither is absolutely accurate nor does it give future evidence of past invoice or failure to invoice.

Accessioning

Miss Tyler, Cleveland public library

The various details in the treatment of a book preparatory to circulation are largely dependent upon the first record being correct. While an accession record of itself is not so complicated, its importance is such that I feel we should pay a great deal of attention to it. On entering the work, if without instruction or experience, one must begin by following the precedents already established if it be an old library, or if a new one by adopting methods which have been successfully used in some other library; but no matter how busy a librarian may be, nor how much of her time is taken in actually giving out books to a "hungering and thirsting public," the time is well used which she spends in carefully going over the reasons for doing a certain thing a certain way, or whether it shall be done at all, especially if it be a new library where the decision means the establishing of a precedent which will or stand for years. Why do we need to classify, or accession, or shelf-list, or catalog, or take an inventory? To be sure other libraries and librarians whose wisdom and judgment are acknowledged do it, hence it must be a good thing; but why do they do it? The library is small, starting with two or three hundred books and adding a few at a time until it reaches some thousand volumes; the librarian handles them with a personal interest in each book, knowing all the items regarding it from the time she saw a good review of it until it is in the hands of the borrower. From memory

she can probably answer almost any question regarding its contents—when it was bought, from whom, price, binding, etc. Why is it necessary to take the time to make these familiar items matters of record? Plainly one answer would readily come from all, that no institution should be dependent on the memory of any one person, no matter how capable she may be or how encyclopedic her ability. The librarian might fall by the wayside, but the institution must go on and the needs of the community be met.

Furthermore, a public institution should be businesslike in the conduct of its affairs, however small. Its records should be full, accurate, reliable; upon these the integrity of the institution rests. Everything connected with the orderly care of public property should be a matter of accurate record and open for public inspection at any time.

The three most important permanent records of a library are accession, shelf-list, and catalog, and of these many would rank the accession record as being first in importance. This is distinctly the business record. It should be so accurately kept that it may be sworn to in court as a true statement of the contents of the library, and is usually the basis for insurance. It is an accurate list of the books in the order of receipt, not looked at from the standpoint of literature, but simply as the property of the library. After the books have been selected, ordered and received, they are compared with the invoice, and the items regarding the purchase penciled in a designated place in each book, usually the inner margin of the first recto after title-page. These items are written in such an abbreviated manner as not to be understood by the uninitiated, but give all information needed in accessioning without having to frequently consult bills. The same treatment would apply in the case of gifts.

The accepted form for the accession record is the one known as the A. L. A. standard accession book made by the

Library Bureau, and the facts given in this record are as follows: Date of accession, accession number, class number, book number, volume, author, title, place, publisher, date of book, number of pages, size, binding, source, cost, remarks. Very complete rules for entering, as well as a list of library abbreviations, are given in the introduction. The Library Bureau also supply the condensed accession book which contains all the above-mentioned items, and is somewhat smaller and more convenient to handle, and not quite so expensive; this is admirably adapted to small libraries. In the use of the accession book one important fact must always be borne in mind, and that is that each individual book has a separate line and bears the number of that line, and that no other copy or book can ever have that number. If that book is worn out, or lost, or withdrawn for any reason whatsoever, that is the end of the use of that number; a new copy replacing it is given a new accession number further on in the accession book, where new entries are being made.

Regarding withdrawals, it might be well to briefly refer to the withdrawal book, which supplements in many libraries the accession book, though I believe it is not in general use. Its purpose is to give a complete list of all books withdrawn for any reason. In compiling statistics the accession book gives the total additions, the withdrawal book the total withdrawals, the difference between the two being the net increase. This record can also be kept on cards, and this method has many points in its favor.

A few general hints are here mentioned, but the detailed rules in each accession book cover almost every point.

1 Enter the description of the book so carefully that you would have no difficulty in replacing it from this description should your only copy be lost.

2 Do not fail to date your entries so that you can tell exactly your total accessions at a given date.

3 Remember that many of your facts for your annual report must come from

your accession book, and if this is not reliable your report cannot be reliable.

4 Do not fail to note in the remarks column of your accession book the items regarding the final destination of the book, e. g., lost and paid for, worn out, etc.

5 Do not fail to indicate gifts; it will help you in your reports to have these noted here.

6 When it is necessary that a borrower should pay for a lost book the efficient librarian is able to go directly to her accession book and get the cost of the book without any uncertainty or delay.

Miss Crawford's paper on Cataloging was exhaustive and extremely interesting. It was well illustrated by samples prepared for that purpose, and was listened to with close attention by the audience.

[Owing to its length and the impossibility to condense without marring its continuity, Miss Crawford's paper is omitted here, but will appear later.]

The time left before adjournment was so short that the lecture on Contact with the public, which was to have been given by Miss Pierce of Cleveland public library, was omitted.

The President: The secretary has left with Miss Ahern a communication to be read to the meeting.

Miss Ahern: I have a letter here from a distinguished member, A. W. Whelpley, of Cincinnati, which I would like to read:

PUBLIC LIBRARY, Aug. 8, 1899.

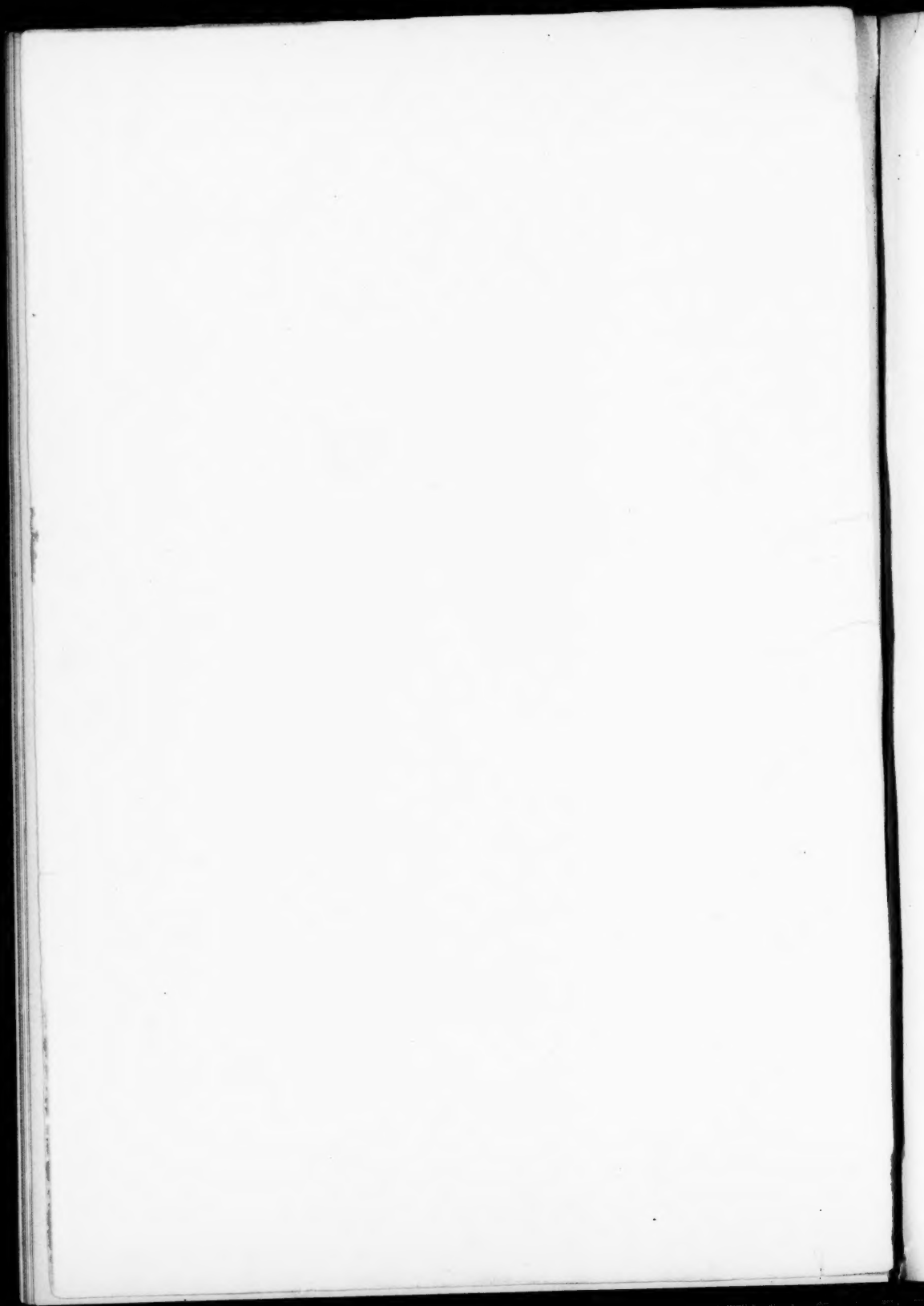
CHARLES ORR, Secretary O. L. A.

Dear Friend: It is simply impossible for me to be at the meeting of the association from the fact that I have not sufficiently recovered strength from my late illness, which prevented my attendance at the A. L. A. It has been a "long pull," but I hope to come out fully recovered.

I feel this session will be an important one, and the Cincinnati public library shows its interest by sending a delegation from its attendants, which will be supplemented by the attendance of the president and several trustees.

From this time on I feel that the association has an assured future, and though organized so recently will come to be a power among the state associations. When Ohio asserts herself she never fails to "get there." To illustrate this





feeling outside the country, we will quote the following apt inscription once made for me in a book by the great war correspondent, Archibald Forbes:

"It may be that I shall settle permanently in the United States. In view of this contingency, I mean to begin from today out asserting everywhere that my mother was an Ohio man."

This is the true spirit with regard to library work. See that new libraries are planted in out-of-the-way parts of the state each year. Urge on those who have the means to be liberal, to do honor to themselves by donations for library work, for this is one of the true ways to waken and keep alive interest in books, and these are the foundation stones for making good citizens. As librarians we fully understand this, but we must educate the spirit of giving to help along our work. The trustees of the Cincinnati library are working bravely to take care of the reading public of Hamilton county by the establishment of a great number of delivery stations, and by an entire change in the system of charging, which has involved many changes in the building. We shall, before the close of the year, have a model reading room for the children, the fitting up of which, in a suitable style, has been from a donation from one of our foremost citizens, Frank Wiborg. It is the intention not only to make it a reading room for the children, under a competent attendant, but to arrange so that the children will be entirely separated from the adults, and draw and return their books through this department. Everything will be done to make this an attractive place, one in which love of study will be inculcated.

The trustees have planned thirty or more delivery stations, which will be increased as occasion demands and our funds warrant. I am personally in hope some day of seeing several branch libraries well equipped, under the wing of the present institution, in several of the most populated districts. To me it appears only a question of time.

We have a competent force of catalogers, the addition to our own able force being from the library school at Albany, and we are making fair progress in our public card catalogs, and will, before the year closes, have ready our printed dictionary catalog from 1884 to date. I am inflexibly in favor of trained library workers, and I trust we will be able to have a training class in our own library.

The question of a new building ever confronts us, but the times are not favorable by reason of other large public enterprises now under way in Cincinnati. But I have an abiding faith that the new library building will be the gift of some liberal-minded citizen, when least expected; experience has shown that this is the most profitable investment a liberal-minded man can make for the benefit of posterity, having used his means in the best way to help his race.

With best wishes to all my friends in the

association, and reiterating the wish that the session may be in every way a fruitful one, and that the growth in membership may be continually augmented, and that when adjournment has arrived, you may feel the work of the session will prove beneficial to all in attendance,

I remain cordially yours,
A. W. WHELPLEY.

Mr Finney: Mr President, I want to say a word, as we are on the point of adjourning. Several of us have come over here from Michigan to bring the greetings of the Michigan association. We have been very much interested in the proceedings of this session. The Michigan library association will hold its annual meeting at Ypsilanti. It is a good thing to coöperate, and we should be glad to have a good representation from the members of the Ohio library association and their friends, to encourage the fraternal feeling among the craft. We cordially invite this association to come to Ypsilanti this coming October to our annual meeting.

The President: On behalf of the O. L. A. I return the thanks to Mr Finney for his kind invitation, and I trust that some of our members may be able to attend the meeting of the Michigan association.

Mr Brett: Before adjourning, I wish to say that I am sure we all appreciate the cordiality with which we have been entertained by the trustees and their friends of the Toledo library during our meeting, and I am sure I voice the sentiments of all who have had the pleasure of being here, when I say we wish to extend to our friends a grateful recognition of that courtesy. I make a motion, and ask all who favor that expression to indicate it by rising.

The President: Your complimentary vote is very gratifying. The association may now stand adjourned, to meet at Zanesville, Ohio, October, 1900.

College section

A meeting of the College section was held Friday morning in the parlor of the Hotel Victory. Two very interesting papers were read, and quite a number of librarians interested in college libraries took part in the discussions

The ethics of the college library was treated by Miss Duval, of the Ohio Wesleyan university, Delaware, and Arranging a small college library by Mrs Colborn. These papers will appear later in PUBLIC LIBRARIES.

Small library section

At a meeting called Thursday morning to arrange for one session of the annual meeting of the association to be devoted to the interests of the Small libraries, Miss Mercer, of Mansfield, was chosen president, and Mrs J. G. Erwin, Painesville, secretary.

Register of Attendance

- Ahern, M. E., Chicago.
 Ainsworth, Marjorie, Toledo.
 Avery, Mrs E. M., Cleveland.
 Boardman, Alice, Columbus.
 Bouton, Miss, Toledo.
 Breckinridge, Mrs S. M., Cleveland.
 Brett, W. H., Cleveland.
 Buchwalter, Edw. L., Springfield.
 Buchwalter, Mrs Edw. L., Springfield.
 Bunker, Cora, Toledo.
 Burrows, Alice, Springfield.
 Buss, Charlotte, Cleveland.
 Calvert, Julia, Toledo.
 Calvert, Rose, Toledo.
 Callow, Hattie, Cleveland.
 Colbron, Mrs Gertrude R., Cleveland.
 Connolly, Emma, Cincinnati.
 Crawford, Esther, Dayton.
 Crowell, Emma, Toledo.
 Crowell, M. L., Toledo.
 David, Miss, Cleveland.
 Drought, Annie B., Bucyrus.
 Duvall, Linda M., Delaware.
 Eastman, Linda A., Cleveland.
 Edgerton, Pauline, Akron.
 Eppens, Anna E., Cincinnati.
 Eppens, Bernie, Cincinnati.
 Erwin, Mrs Julia G. Painesville.
 Fitch, Elizabeth H., Cleveland.
 Fouke, Jewel, Defiance.
 Galbreath, Mrs C. B., Columbus.
 Galbreath, C. B., Columbus.
 Gassaway, Bessie, Toledo.
 Gast, Mrs C., Fremont.
 Gast, Harriet, Fremont.
 Graham, Emma, Sidney.
 Granger, Anna C., Cleveland.
 Hanson, Mrs Lydia M., Perrysburgh.
 Hanson N. L., Perrysburgh.
 Hensel, Martin, Columbus.
 Hills, Mrs Ida W., Delaware.
 Hopkins, Wm. A., Cincinnati.
 Hueston, Georgia, Toledo.
 Ingham, Roena, Cleveland.
 Jeffries, Minnie E., Columbus.
 Jeffrey, Maud, Columbus.
 Jermain, Mrs T. D., P. L., Toledo.
 Jones, Olive, Columbus.
 Kearsley, Mrs E. R., Bucyrus.
 Kent, Eliza M., Toledo.
 King, Mrs C. A., Toledo.
 Koch, Frederick, Dayton.
 Kountz, Sarah, Toledo.
 Lang, Mrs A. E., Toledo.
 Laundon, Lenora, Wilmington.
 Lawless, Dr James T., Toledo.
 Locke, Mrs D. R., Toledo.
 Locke, Robinson, Toledo.
 Lowe, Mrs J. W., Circleville.
 Lowe, May, Circleville.
 Lundy, Helen, P. L., Cleveland.
 McCracken, A. M., Bucyrus.
 McEwen, Sara E., Sandusky.
 McGrew, Mrs J. F., Columbus.
 McGrew, Hon. J. F., Columbus.
 Mack, Mrs Isaac F., Sandusky.
 Mack, Mrs John T., Sandusky.
 Martin, Clara Belle, Canton.
 Martin, Oscar T., Springfield.
 Meleney, George B., Chicago.
 Mercer, Mrs Martha, Mansfield.
 Mery, Sophia, Toledo.
 Milliken, Mrs, Hamilton.
 Moss, Mrs Chas. H., Sandusky.
 Moss, Mrs Jay O., Sandusky.
 Mueller, Mrs Anna C., Cleveland.
 Newton, Nana O., Portsmouth.
 Nicholson, Miss, Cleveland.
 Olney, Chas. F., Cleveland.
 Orr, Chas., Cleveland.
 Parker, H. M., Elyria.
 Parker, Mary C., Elyria.
 Pierce, Margaret G., Cleveland.
 Poesche, Herman, Cleveland.
 Power, Effie, Cleveland.
 Prince, Grace, Springfield.
 Rickey, Mrs V. N., Cleveland.
 Riddle, May, London.
 Rogers, Margaret, Kenton.
 Saumenig, Margaret, Logan.
 Schenck, Mrs Florence, Hamilton.
 Schuck, Mrs Randall, Sandusky.
 Sherwood, Mrs J. W., Toledo.
 Sherwood, Miss Kittie W., Cincinnati.
 Smith, Mrs Alex L., Toledo.
 Smith, Alexander L., Toledo.
 Smith, Laura, Cincinnati.
 Smith, Mrs W. W., Toledo.
 Stevens, Lucy, Toledo.
 Thomas, W. S., Springfield.
 Tuttle, Rev. H. H. and H. W., Granville.
 Tyler, Alice S., Cleveland.
 Van Deman, Mrs Lydia R., Delaware.
 Wales, Caroline I., Toledo.
 Walt, Alice M., Bryan.
 Warner, Mary G., Toledo.
 Waters, Caroline, 60 Bellflower St., Cleveland.
 Watson, Mrs A. C., London.
 White, Dr Thomas P., Cincinnati.
 Wickoff, Mrs S. L., Sidney.
 Wickoff, S. L., Sidney.
 Williams, Mrs Clara, Troy.
 Wood, Harriet A., Cincinnati.
 Wood, Mildred C., Cleveland.
 Wright, Helen, Columbus.

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